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ABSTRACT

The 2000-2001 Fact Book provides a comprehensive body of facts about South Texas Community College (STCC). Topics addressed include general college profile, access, completion, transfer rate, employment, student retention, TASP Test passage rate, academic progress of students, student and faculty satisfaction, finance, and facilities. Report highlights include: (1) out of the 11,319 students enrolled in 2000, 51% were "academically disadvantaged," and 60% were "economically disadvantaged"; (2) out of 612 first-time full-time students who enrolled in fall 1996 88 (14%) graduated, 79 (13%) transferred, and 133 (22%) were still enrolled after 3 years; (3) out of 168 students who were enrolled in the Emergency Medical Technology Program and took the licensure exam, 139 (83%) passed; (4) for graduates of the Business, Mathematics and Science Division, 85% were continuing their education, employed in the field, or not seeking employment; and (5) the total student service expenditures to total full-time equivalent students ratio remained steady from 1997-99. An appendix contains STCC Institutional Performance Indicators. Contains tables and charts. (JA)

2000-2001 FACT BOOK

SOUTH TEXAS COMMUNITY COLLEGE

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<http://www.stcc.cc.tx.us>

COLLEGE SWITCHBOARD/OPERATOR

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1-800-742-STCC

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No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

ALTERNATIVE FORMAT

This document is available in an alternative format upon request.
Please contact the Office of Institutional Research and Effectiveness at 956-688-2327.

WINNER OF FIESTA TAIR (TEXAS ASSOCIATION OF INSTITUTIONAL RESEARCHERS) 2000 - "BEST FACT BOOK" AWARD

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A Message from the President

I am pleased to introduce the 2001 *Fact Book* published by the Office of Institutional Research & Effectiveness. This publication contains a wealth of information about South Texas Community College and the communities we serve. It is a reference tool which will assist all of us associated with STCC in evaluating our performance, planning for the future, and continuously improving all that we do.

South Texas Community College has been called the fastest growing community college in Texas. We have grown from 1,000 students to over 11,000 students in just seven short years. Rapid growth means constant change and it is absolutely critical that we measure our many successes in order to maintain quality and to best customize our services to fit community needs.

The demand has been tremendous, and I am extremely proud that we are able to provide open access and an affordable opportunity for all who wish to pursue higher education and technical training.

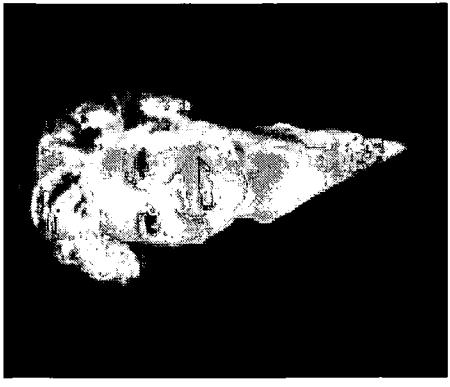
Community colleges are recognized as premier teaching institutions because the very best teaching occurs in community colleges. STCC is truly a model of teaching excellence that also provides a caring, compassionate, and supportive environment so needed by all students.

I hope you will refer often to the Fact Book in your many future planning and goal setting activities at South Texas Community College.

Sincerely,



Dr. Shirley A. Reed, M.B.A., Ed.D.
President





From the Editor...

I want to extend my deep gratitude and appreciation to everyone who helped with the preparation of the fourth edition of the South Texas Community College Fact Book. I especially want to thank the staff of the Office of Institutional Research and Effectiveness for all their hard work and long hours spent in gathering and preparing the data that was needed to produce this document. I would also like to thank all of those who contacted me with suggestions and comments on improvements that could be made to this year's Fact Book. Any comments or recommendations on how we can make improvements are greatly appreciated.

This document contains a broad-based collection of institutional facts and figures from this year as well as from previous years. I hope that you find this annual production useful and helpful in the work you do throughout this next year. We have added a CD to our Fact Book this year for your convenience. If you have any questions or concerns, please feel free to contact me through our website at <http://www.stcc.cc.tx.us/~research/index.html> or you can call at (956) 688-2327.

Sincerely,

Melissa L. Lance
Melissa L. Lance



From the Director of the Office of Institutional Research and Effectiveness...

The entire STCC community has been very helpful in providing feedback about the Fact Book and the information you find here. I am immensely grateful for your support in this annual project and hope that each year's work provides a more useful product for your use.

The Editor, Mrs. Melissa Lance, continues the OIRE tradition of CQI in this year's Fact Book and I believe her work in providing more information, in clear and easy to use formats, and extending the reports on STCC's Institutional Performance Indicators is excellent. We hope you find the enclosed CD version of the Fact Book a convenient way to access this information. Please suggest any further improvements for next year's publication to Melissa and I am certain she will give each suggestion her full attention.

In addition to the annual Fact Book, OIRE is pleased to bring you other reports and reference materials. Look for the second edition of our "pocket factbook," coming soon, as well as the reports and source materials available from OIRE online at <http://www.stcc.cc.tx.us/~research/index.html>.

As always, your suggestions for continued improvement are welcomed,

Gail Dantzker
Gail Dantzker, Ph.D.
Director

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A Historical Look at South Texas Community College

Before the South Texas Community College District began operations in 1993, the Hidalgo-Starr County area was the only area in the state of Texas with a population of nearly half a million people not served by a community college. South Texas Community College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr Counties. It is the only community college in Texas to have been established by the Texas Legislature.

A confirmation election, held on August 12, 1995, established a taxing district for the College. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since May 2000, elections have been held for all of the seats and all members have been elected.

From its inception, STCC was mandated by the State Legislature to provide service to residents of Starr and Hidalgo Counties. Meeting the population's need for postsecondary education - and the rapid institutional growth experienced by STCC in the process - has been an enormous but vital task. It is the one for which the College was founded and charged by the State Legislature, and it is one to which the College is committed.

The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Applied Science, Associate of Arts and the Associate of Science Degrees and Certificates. It is also approved for veteran's educational training in Certificate and Associate of Applied Science Degree programs by the Texas Education Agency.

Since its inception, STCC has always been committed to the planning process. STCC's initial planning efforts can be traced to December 1992, when the Steering Committee for the proposed South Texas Community College commissioned Dr. Alfredo G. de los Santos Jr. to prepare a proposal to the Texas Higher Education Coordinating Board for the creation of a community college in Hidalgo and Starr Counties. The proposal was submitted in April 1993.

In November 1993 STCC began its formal planning process with the establishment of a committee charged with developing a mission and purpose for the College. This committee was composed of STCC Trustees, faculty, staff, and community members from both Hidalgo and Starr Counties. The committee met from February to March 1994 and developed a mission statement and purpose for the College which were presented to the Board of Trustees for approval on April 14, 1994.

A Historical Look at South Texas Community College (Continued)

Since that time STCC has continued the strategic planning process and has developed an institutional effectiveness cycle and accountability review process for each department. Ongoing planning efforts have included planning workshops and retreats and staff development across all areas of the college.

STCC Carries Out Its Mission

The Mission of South Texas Community College is derived from the needs of the two-county district it serves. Educational training for good jobs and future employment opportunities in the two counties is critical to the economic development of the area. Accessible and economical routes to obtaining baccalaureate or professional degrees continue to be of key importance in transfer education programs. Improved employment and educational opportunities as a result of access to the community college are expected to yield economic and social benefits for many of the counties' residents and an improved quality of life for individuals and their communities across Hidalgo and Starr Counties.

The College Mission Statement clearly defines the focus of the College as serving the diverse educational and training needs of the people of Hidalgo and Starr Counties. This concept directs all planning and development activities at STCC. The College's current and projected educational development in Starr and Hidalgo Counties is based on the needs of, and opportunities available to, the community.

Accreditation

South Texas Community College is accredited by the Southern Association of Colleges and Schools-Commission on Colleges. The College received official word of its ten-year reaffirmation in December of 2000 during the Delegate Assembly Meeting at the SACS Annual Meeting which was held in Atlanta, Georgia.



Our Commitment to Hidalgo and Starr Counties

Vision

A better quality of life for our communities.

Mission

South Texas Community College (STCC) is a comprehensive public community college established to address the diverse educational and training needs of the people of Hidalgo and Starr counties by empowering a pluralistic society of learners with the knowledge and skills necessary to enhance the quality of their lives and to promote the development of their communities.

Values

Quality
Integrity
Community

Institutional Goals

Excellence
Student Success
Regional Prosperity
Community Service
District-wide Access



INSTITUTIONAL STATEMENT OF PURPOSE

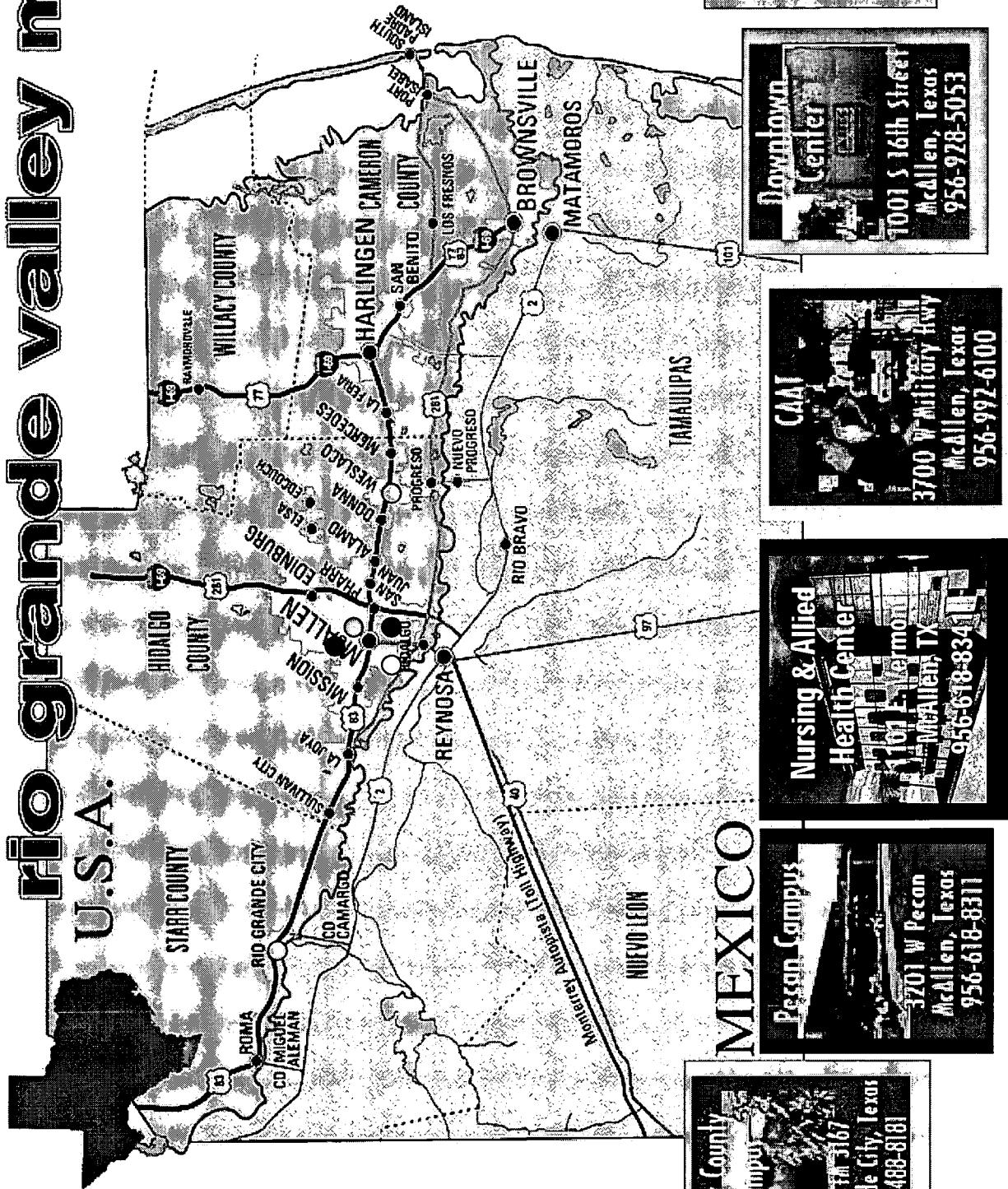
South Texas Community College seeks to achieve its institutional purpose by offering a variety of educational programs, services, and opportunities designed to:

- ❑ *Develop a Prepared Workforce* by offering technical and vocational programs for those seeking direct career preparation and credentials suitable for employment in today's businesses and industries;
- ❑ *Provide Quality Academic Education* by offering freshman and sophomore college courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution;
- ❑ *Encourage Life-Long Learning* by offering continuing education courses to those interested in changing careers, upgrading their skills, or seeking personal enrichment;
- ❑ *Facilitate Student Success* by providing individualized academic advisement, personal counseling, career guidance, and other support services and, also, by offering developmental and compensatory programs that assist those needing basic skills review and reinforcement.

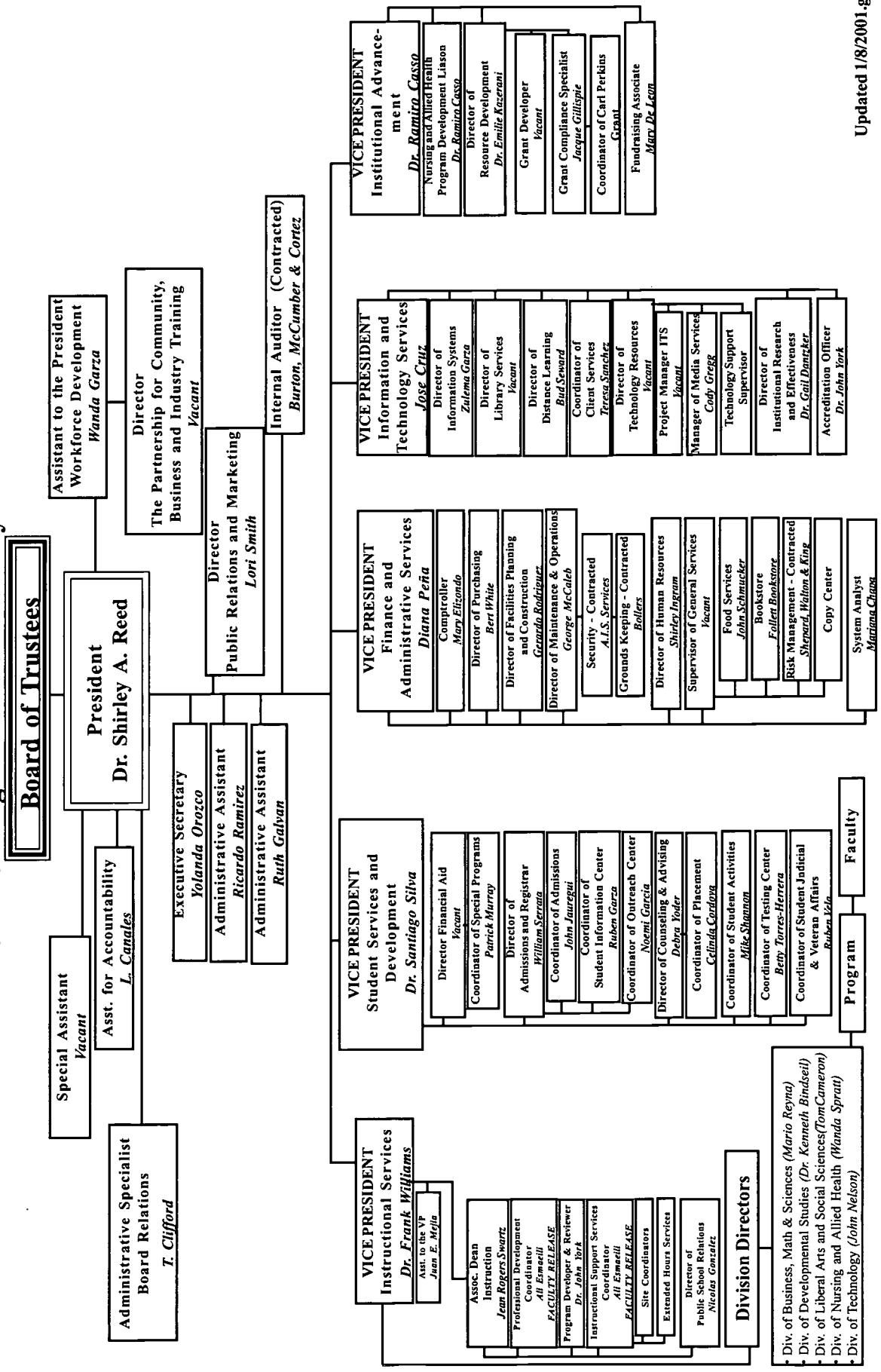
In the pursuit of its institutional purpose, South Texas Community College is committed to:

- ❑ *Maintaining an Accessible and Effective Learning Environment* by encouraging and facilitating enrollment, by employing the best of traditional and innovative educational delivery systems, and by providing facilities and resources conducive to successful teaching/learning endeavors;
- ❑ *Fostering Leadership for Its Communities* by providing individuals with curricular and extracurricular opportunities to develop leadership qualities and exercise leadership skills;
- ❑ *Capitalizing on the Unique Strengths of a Multi-Cultural Environment* by recognizing and taking advantage of the special capabilities, insights, and opportunities that exist in a region of international interaction;
- ❑ *Promoting Regional Economic Growth and Prosperity* by initiating and maintaining alliances with business and industry, educational institutions, government agencies, and community organizations, and by providing customized training in partnership and regional interests;
- ❑ *Partnering with Business and Industry* to provide close linkages in order to facilitate achievement of desired outcomes and to help secure resources;
- ❑ *Creating a Supportive Collegial Work Environment* which rewards excellence, provides opportunities for professional and personal growth, and encourages meaningful involvement in the decision-making process.

Rio Grande Valley map



South Texas Community College 2000-2001 Organizational Chart By Position



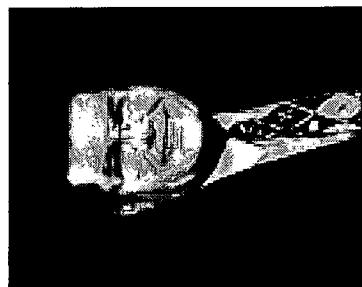
BOARD OF TRUSTEES - OFFICERS



Manuel Benavidez, Jr.

Chair

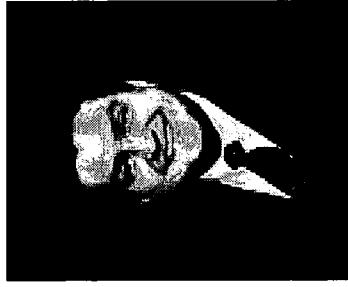
Director of Transportation, Rio Grande City ISD
Representing Starr County
and Western Hidalgo County
Elected May 2000



Dr. Alejo Salinas, Jr.

Vice Chair

Retired Administrator, Hidalgo ISD
Representing Edinburg,
San Juan, and Northeast Pharr
Elected May 1996



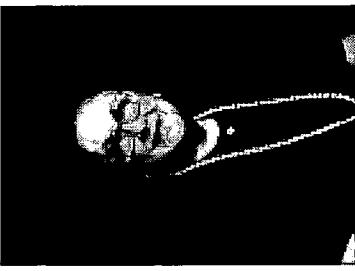
Roy De Leon

Secretary

Senior Vice President, Mercedes National Bank
Representing Edcouch-Elsa, La Villa,
Mercedes and Northeast Alamo
Elected May 1998

ADMINISTRATION (CONTINUED)

BOARD OF TRUSTEES - MEMBERS

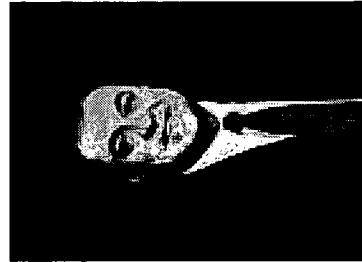


Irene Garcia
Retired Administrator, La Joya ISD
Representing La Joya, Mission,
Palmview, Sullivan City,
Hidalgo, and Las Milpas
Elected May 2000

Gary Gurwitz
Senior Partner, Atlas and Hall,
L.L.P., McAllen
Representing North McAllen,
Alton, and Pharr
Elected May 1998



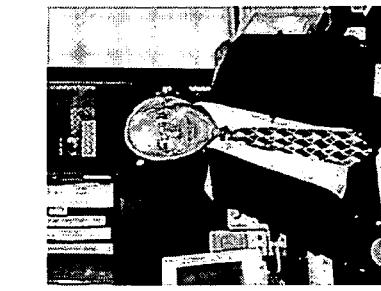
Glen E. Roney
Chief Executive Officer,
Texas State Bank, McAllen
Representing South McAllen,
Sharyland, and Northeast Mission
Elected May 1998



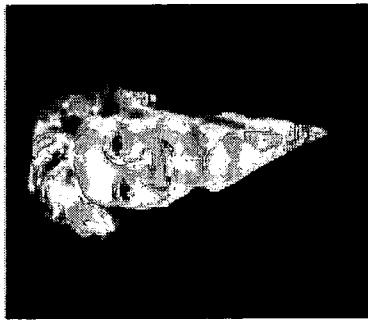
Jesse Villarreal
Parental Involvement Dept.,
Westlaco ISD
Representing Alamo,
Donna, and Westlaco
Elected May 2000

ADMINISTRATION (CONTINUED)

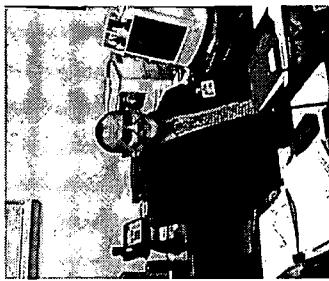
EXECUTIVE OFFICERS



Dr. Frank Williams
Vice President
Instructional Services



Dr. Shirley A. Reed
President



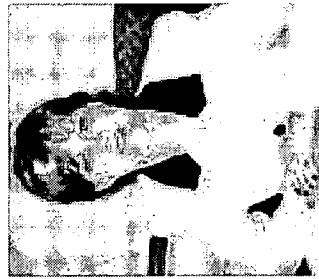
Dr. Santiago Silva
Vice President
Student Services and Development



Dr. Ramiro Casso
Vice President
Institutional Advancement



Wanda Garza
Assistant to the President
Workforce Development



Diana Peña
Vice President
Finance and Administrative Services



Dr. Jose Cruz
Vice President
Information and Technology Services

ADMINISTRATION (CONTINUED)

ADMINISTRATIVE STAFF/DIVISION DIRECTORS

Administrative Staff

Juan Carlos Aguirre
 Monte Churchill
 Dr. Gail Dantzker
 Mary Elizondo
 Ali Esmaeili
 Zulema Garza
 Nicolas Gonzalez
 Shirley Ingram
 Dr. Emilie Kazerani
 George McCaleb
 Juan Mejia
 John Nelson
 Gerardo Rodriguez
 Ruben Saenz
 William Serrata
 Bud Seward
 Lori Smith
 Wanda Spratt
 Jean Rogers Swartz
 Ruben Vela
 Bert White
 Debra Yoder

Director of The Partnership for Business and Industry Training (Interim)
 Mid-Valley Campus Coordinator
 Director of Institutional Research and Effectiveness
 Comptroller
 Downtown Campus Coordinator
 Director of Information Systems
 Director of Public School Relations
 Director of Human Resources
 Director of Resource Development
 Director of Maintenance and Operations
 Assistant to the Vice President for Instruction
 Center for Advanced and Applied Technology Coordinator
 Director of Facilities Planning and Construction
 Starr County Campus Coordinator
 Director of Admissions and Registrar
 Director of Distance Learning and Instructional Technology
 Director of Public Relations and Marketing
 Nursing and Allied Health Site Coordinator
 Associate Dean of Instruction
 Coordinator of Student Judicial and Veteran Affairs
 Director of Purchasing
 Director of Counseling and Advising

Division Directors

Dr. Kenneth Bindseil
 Tom Cameron
 John Nelson
 Mario Reyna
 Wanda Spratt

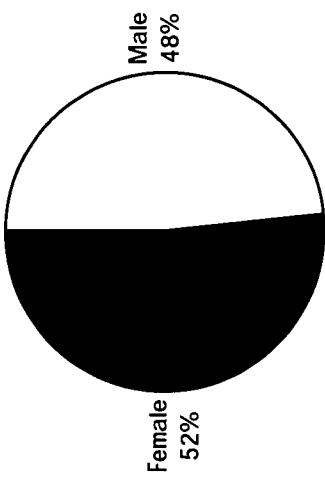
Developmental Studies
 Liberal Arts and Social Sciences
 Technology
 Business, Math and Science
 Nursing and Allied Health

STCC FACULTY AND STAFF BY GENDER, BY ETHNICITY

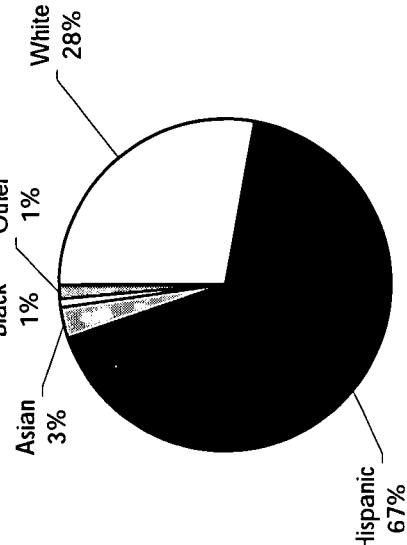
Employees	Male	Female	White	Hispanic	Asian	Black	Other	Total
Faculty								
Full-Time	166	116	136	117	19	7	3	282
Part-Time	134	104	93	130	7		8	238
Total Faculty	300	220	229	247	26	7	11	520
Staff Full-Time								
Executive/Administrative & Managerial	18	13	16	14		1		31
Professional/Technical Support	62	68	28	101		1		130
Classified	58	125	15	167	1			183
Total Staff Full-Time	138	206	59	282	1	2		344
Staff Part-Time								
Executive/Administrative & Managerial	2	1	1	2				3
Professional/Technical Support	77	128	10	184	7	1	3	205
Classified								
Total Staff Part-Time	79	129	11	186	7	1	3	208
Total Faculty and Staff								
Full-Time	304	322	195	399	20	9	3	626
Part-Time	213	233	104	316	14	1	11	446
Grand Total Faculty and Staff	517	555	299	715	34	10	14	1,072

Source: Office of Human Resources

Faculty and Staff by Gender



Faculty and Staff by Ethnicity



Associate Degrees in Arts and Sciences

- Biology
- Business Administration
- Computer Information Systems
- Chemistry
- Computer Science
- Criminal Justice
- Engineering
- Fine Arts with Visual Arts Concentration

- Fine Arts with Music Concentration
- Liberal Arts
- Mathematics
- Physics
- Social and Behavioral Sciences
- 2+2 Teacher Preparation - Elementary Education
- 2+2 Teacher Preparation - Secondary Education
- Women's Studies

Associate Degrees in Applied Sciences

- Administrative Assistant
- Automotive Technology
- Automotive Technology GM-ASEP
- Business Administration with Specialization in:
 - Accounting
 - Banking
 - Business Supervision
 - E-Commerce
 - Import/Export
- Business Computer Systems with Specialization in:
 - Computer Specialist
 - Minicomputer Specialist
 - Networking Specialist
- Child Care and Development
- Culinary Arts
- Diesel Technology

- Electronic Equipment and Computer Maintenance Technology with Specialization in:
 - Biomedical Equipment Technology
 - Communication Servicing Technology
 - Computer Maintenance Technology
 - Electronic Servicing Technology
 - Semiconductor Manufacturing Technology
 - Emergency Medical Technology - Paramedic
 - Health and Human Services
 - Health Information Technology
 - Legal Assisting
 - Legal Secretary
 - Nursing
 - Nursing (VN-ADN Transition Option)
 - Occupational Therapy Assistant
 - Physical Therapist Assistant
 - Precision Manufacturing Technology
 - Public Service Administration
 - Radiologic Technology

Certificates

Accounting Clerk
Automotive Technology
Child Care and Development with Specialization in:
Infant and Toddler

Pre-School

Commercial Cooking

Computer Aided Drafting and Design

Diesel Technology

Electronic Equipment and Computer Maintenance Technology

with Specialization in:

Communication Servicing Technology

Computer Maintenance Technology

Electronic Servicing Technology

Wave Solder Operator

Emergency Medical Technology - Basic
Emergency Medical Technology - Intermediate
Emergency Medical Technology - Paramedic
Health Unit Coordination Technology
Heating, Ventilation and Air Conditioning Technology
Hotel/Motel Operations
Industrial Systems Maintenance Technology
Medical Information Specialist
Medical Transcriptionist
Patient Care Assistant
Precision Manufacturing Technology
Secretary
Travel and Tourism
Vocational Nursing
Word Processing Specialist

Accreditation

South Texas Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Associate of Applied Science, Associate of Arts, and Associate of Science degrees.

National Institutional and Specialized Accreditations and Affiliations

- Alliance for Community College Innovation (ACCI)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of Community and Junior Colleges
- American Association of Community College Trustees
- American Occupational Therapy Association (OTA)
- American Health Information Management Association
- American Physical Therapy Association (APTA)
- American Registry of Radiologic Technologists (ARRT)
- Asociacion Regional de Maquiladoras de Reynosa, S.A.
- Association for Institutional Research (AIR)
- Association on Higher Education and Disability
- Association of Texas Colleges and Universities
- Board of Nurse Examiners for State of Texas
- Board of Vocational Nurse Examiners
- Hidalgo County Library System
- Hispanic Association of Colleges and Universities
- International Association of GM-ASEP Schools (AGMASEP)
- Junior/College Student Personnel Association of Texas
- McAllen Chamber of Commerce
- NAFSA: Associations of International Educators
- National Association of College and University Business Officers (NACUBO)
- National Association of Colleges and Employers (NACE)
- National Coalition of Advanced Technology Centers
- National Community College Hispanic Council (NCCCHC)
- National Council for Instructional Administrators (NCIA)
- National Council for Occupational Education (NCOE)

National Institutional and Specialized Accreditations and Affiliations (continued)

National Organization of Associate Degree Nursing (N-OADN)

South Texas Association of Registrars and Admissions Officers (STARAO)

South Texas Consortium for Institutional Research (STCIR)

South Texas Manufacturers' Association

South Western Association of Student Financial Aid Administrators (SWASSFAA)

Southern Association of Colleges and Schools

Southern Association of College and University Business Officers (SACUBO)

Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)

Southern Building Code Congress International (SBCCI)

Southern Intercollegiate Volleyball Association (SIVA)

Tech Prep of the Rio Grande Valley

Texas Administrators of Continuing Education for Community/Junior Colleges

Texas Association for College Admission Counselling (TACAC)

Texas Association for Institutional Research (TAIR)

Texas Association of College Technical Educators (TACTE)

Texas Association of Chicanos in Higher Education (TACHE)

Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)

Texas Association of Community Colleges (TACC)

Texas Association of Community College Foundations, Inc.

Texas Association of Community College Trustees & Administrators (TACCTA)

Texas Association of Student Financial Aid Administrators (TASFAA)

Texas Collegiate Soccer League (TCSL)

Texas Community College Teachers Association (TCCTA)

Texas Counseling Association

Texas Department of Health

Texas Department of Human Services

Texas Organization of Associate Degree Nursing (T-OADN)

State Approvals

South Texas Community College's offerings are approved by the Texas Higher Education Coordinating Board and the Texas Education Agency.

Partnerships for...

Articulation Agreements with Senior Institutions

Midwestern State University
The University of Texas-PanAmerican

The University of Texas at Brownsville
Texas A&M University-Kingsville

Concurrent/Contract Enrollment with Public High Schools of Hidalgo and Starr Counties

Donna High School
Economedes High School
Edcouch-Elsa High School
Edinburg High School
Edinburg North High School
Hidalgo High School
La Joya High School
McAllen High School
McAllen Memorial High School
Mercedes High School
Mission High School
PSJA High School
PSJA Memorial High School
PSJA North High School
Rio Grande City High School
Roma High School
Rowe High School
San Isidro High School
Sharyland High School
South Texas High School for Health Professions (Med High)
The Science Academy
The Teacher Academy
Valley View High School
Weslaco East High School
Weslaco High School
Weslaco South Palm Garden High School

Workforce Development

Even Start Project
Lockheed Martin IMS
Lower Rio Grande Valley Workforce Dev. Board
McAllen Economic Development Corporation
Mercedes Economic Development Corporation
Motivation, Education and Training, Inc.
Pharr Economic Development Corporation
Region One
South Texas Workforce Development Board
Texas Border Infrastructure Coalition
Texas Department of Human Services
Texas Rehabilitation Commission
The University of Texas-PanAmerican - CoSERVE
Valley Initiative for Development and Advancement (VIDA)
WorkForce Solutions

SECTION II ACCESS

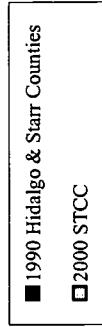
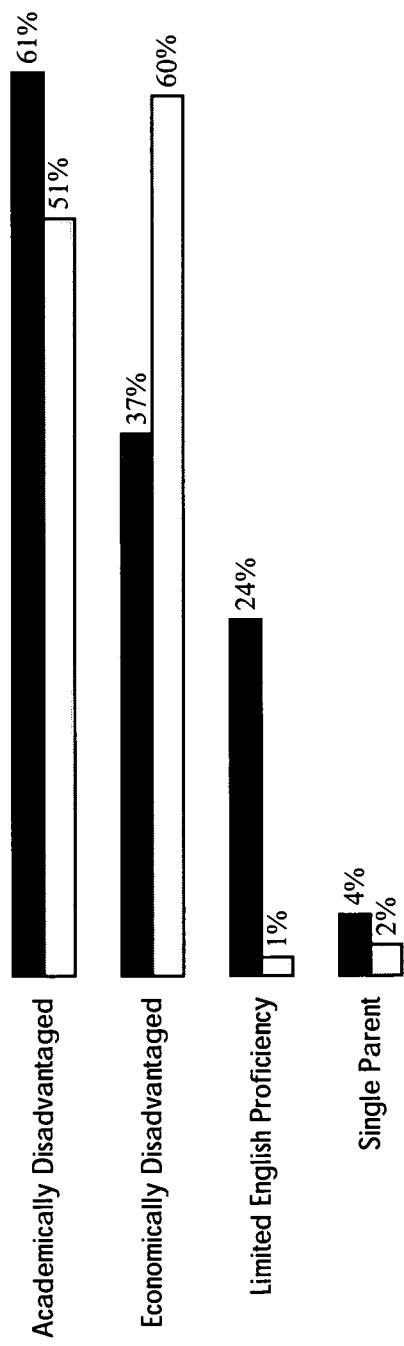
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SPECIAL POPULATIONS ENROLLMENT

Fall Semester Student Headcount	1996						1997						1998						1999						2000						College District Totals					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
Academically Disadvantaged	3,158	58%	4,001	58%	5,172	55%	5,584	54%	5,813	51%	6,760	60%	7,231	60%	125,339	61%																				
Economically Disadvantaged	2,491	46%	4,285	62%	6,499	69%	6,701	65%	6,760	60%	75,231	37%																								
Individuals with Disabilities	445	8%	648	9%	516	5%	349	3%	229	2%																										
Displaced Homemaker	91	2%	263	4%	185	2%	122	1%	88	1%																										
Limited English Proficiency	91	2%	331	5%	265	3%	185	2%	140	1%																										
Nontraditional Majors	247	5%	375	5%	677	7%	701	7%	763	7%																										
Single Parent	215	4%	570	8%	473	5%	313	3%	233	2%																										
Unduplicated Special Populations	4,057	75%	5,726	84%	7,908	84%	8,270	80%	8,758	77%																										
Student Population	5,424	100%	6,857	100%	9,453	100%	10,373	100%	11,319	100%	204,251	100%																								

Note: Some increases in Special Populations are due to improved reporting efforts.

Special Populations as a Percent of Total Population



FINANCIAL AID FUNDING SOURCES

	Fall 1998			Fall 1999			Fall 2000		
	#Awards	\$Amount	#Awards	\$Amount	#Awards	\$Amount	#Awards	\$Amount	
Federal Projects									
AmeriCorps	19	\$10,511	24	\$13,147	28	\$16,290			
Pell Grant	6,037	\$6,940,676	6,383	\$7,647,118	6,266	\$8,038,695			
SEOG - Supplemental Educational Opportunity Grant	358	\$71,600	167	\$34,951					
Veterans Chapter 31 (T/F)	36	\$19,458	40	\$22,450	53	\$30,674			
Veterans Chapter 31 (BTS)	35	\$8,731	39	\$11,404	51	\$17,183			
Federal Projects Subtotal	6,485	\$7,050,976	6,653	\$7,729,070	6,398	\$8,102,842			
Loan Projects									
Emergency Loan Fund							209		\$108,797
Allied Health Loan Program	36	\$33,750					209		\$108,797
Loan Projects Subtotal	36	\$33,750	0	\$0	0	\$0	209		\$108,797
State Projects									
Blind, Deaf & Hearing Impaired	13	\$6,441	22	\$11,398	30	\$14,176			
Certified Educational Aides	79	\$28,889	72	\$27,971	75	\$33,471			
Disabled Firemen & Peace Officer	1	\$600	1	\$568					
Early High School Graduate	106	\$24,362	155	\$34,374	148	\$58,253			
State Student Incentive Grant	65	\$15,539	88	\$16,494	112	\$31,172			
Texas Tomorrow Fund									
Texas Tuition Assistance Grant									
THECB (AFDC Tuition & Fees)	3	\$1,986	3	\$2,100	3	\$2,012			
Texas Dept of Protective & Regulatory Services									
Texas Public Education Grant (PEG)									
TX. Workforce Comm. - Train Our Teachers Program									
Texas National Guard Tuition Assistance Grant									
Veterans Hazlewood Act									
Veterans Tuition Assistance									
State Projects Subtotal	11	\$3,459	19	\$6,412	8	\$3,306			
Agency Projects	2	\$258	2	\$258	23	\$11,819			
JTPA Hidalgo/Willacy Counties (T/F)	253	\$163,028	280	\$184,958	108	\$66,689			
JTPA Hidalgo/Willacy Counties (BTS)	237	\$64,066	267	\$85,856	99	\$20,629			
JTPA South Texas Private Industry Council (T/F)	30	\$19,644	15	\$8,978	44	\$28,243			
JTPA South Texas Private Industry Council (BTS)	30	\$9,553	20	\$7,367	43	\$12,028			
South Texas Rehab. & Re-employment (T/F)	3	\$1,798	3	\$1,514					
South Texas Rehab. & Re-employment (BTS)	3	\$1,283	2	\$750					

FINANCIAL AID FUNDING SOURCES (CONTINUED)

	1998 #Awards	\$Amount	1999 #Awards	\$Amount	2000 #Awards	\$Amount
Agency Projects (continued)						
Trade Adjustment Act (T/F)	32	\$18,978	30	\$19,026	15	\$8,637
Trade Adjustment Act (BTS)	32	\$7,953	30	\$8,644	16	\$4,223
Texas Migrant Council						
Texas Rehabilitation Commission (T/F)	31	\$13,508	33	\$14,329	6	\$2,167
Texas Rehabilitation Commission (BTS)	40	\$6,777	50	\$9,917	28	\$12,210
VIDA (T/F)	51	\$35,733	51	\$29,953	57	\$11,942
VIDA (BTS)	42	\$11,886	48	\$9,567	7	\$4,345
VIDA MSSP (T/F)						
VIDA MSSP (BTS)						
Agency Projects Subtotal	784	\$354,207	829	\$380,859	504	\$201,179
Institutional Projects						
Employee (T/F)	44	\$14,674	41	\$14,603	48	\$18,254
Employee/Dependents (T/F)	16	\$6,923	21	\$11,083	14	\$6,299
Employee/Spouse (T/F)	9	\$3,251	12	\$3,691	17	\$6,602
Valley Scholars	105	\$43,806	112	\$42,288	95	\$48,260
Institutional Projects Subtotal	174	\$68,654	186	\$71,665	174	\$79,415
Scholarship Projects						
Community Action Council of South Texas						
General Scholarship Agency						
General Scholarship Fund						
Hidalgo County Head Start Program						
J Wright III - Burger King						
Levi Strauss						
Lockheed Martin						
National Hispanic Scholarship						
New Horizons Scholarship Grant						
Washington Vocational Rehabilitation						
Scholarship Projects Subtotal	114	\$48,423	61	\$52,115	4	\$1,511
Total Duplicated Awards	8,409	\$7,805,706	8,794	\$8,591,769	9,432	\$233,615
Unduplicated Headcount with Aid	6,445	\$1,211	6,841	\$741	7,178	\$9,311,817
Average Award per Student						
Total College Headcount (and % with Aid)	9,453	68%	10,373	\$1,256	66%	11,319
Headcount excluding concurrent enrollment (and % with Aid)	9,445	68%	9,932	69%	10,027	\$1,297
						63%
						72%

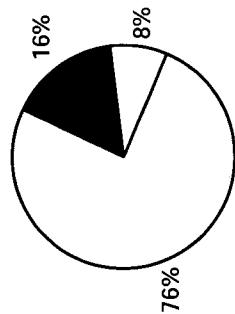
Notes: T/F = Tuition and Fees; BTS = Books, Tools, and Supplies
 South Texas Community College Fact Book 2000-2001

CAMPUS / CENTER ENROLLMENT

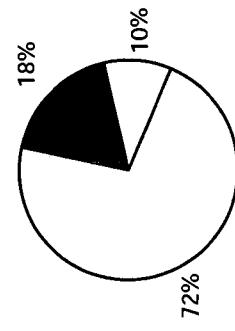
Fall Enrollment	1997	1998	1999	2000	Fall Enrollment	1997	1998	1999	2000
	Student Full-Time Equivalent (FTE) by Campus					Duplicated Student Headcount by Campus			
Pecan	2,468 (47%)	4,330 (55%)	4,422 (52%)	4,659 (52%)	Pecan	4,552 (43%)	6,797 (48%)	6,892 (46%)	6,777 (46%)
Downtown	1,401 (26%)	1,529 (19%)	1,723 (20%)	866 (10%)	Downtown	3,200 (30%)	3,632 (26%)	3,905 (26%)	2,109 (14%)
CAAT	336 (6%)	488 (6%)	581 (7%)	604 (7%)	CAAT	606 (6%)	869 (6%)	955 (6%)	927 (6%)
Nursing/Allied Health*	185 (4%)	0 (0%)	0 (0%)	352 (4%)	Nursing/Allied Health*	280 (3%)	0 (0%)	0 (0%)	651 (4%)
Mid-Valley	487 (9%)	812 (10%)	957 (11%)	1,372 (15%)	Mid-Valley	816 (8%)	1,264 (9%)	1,542 (10%)	2,048 (14%)
Starr County	316 (6%)	545 (7%)	661 (8%)	716 (8%)	Starr County	512 (5%)	748 (5%)	906 (6%)	1,005 (7%)
Other	97 (2%)	174 (2%)	151 (2%)	326 (4%)	Other	588 (6%)	822 (6%)	798 (5%)	1,178 (8%)
Total Student FTE	5,291	7,877	8,494	8,895	Total Duplicated	10,554	14,132	14,998	14,695
Total Student FTE	5,291	7,877	8,494	8,895	Minus Duplicates	3,697	4,679	4,625	3,376
					Total District	6,857	9,453	10,373	11,319

Note: Student FTE is calculated by dividing the total number of credit hours by 12 to arrive at a figure that is representative of one full-time equivalent student. Totals may not appear to sum correctly due to rounding.
 *Prior location was in Edinburg. New Nursing/Allied Health Campus opened in Fall 2000. The Other Campus location includes temporary facilities.

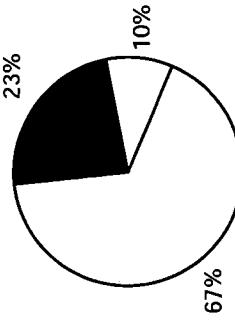
2000 STCC Campus Enrollment



2000 STCC Enrollment by Residence



1990 Census Service Area Population



McAllen-Edinburg-Mission Mid-Valley Starr County

TOTAL STUDENT ENROLLMENT
CAMPUS ENROLLMENT BY STUDENT DECLARED MAJOR

Fall Semester Head Count by Student Declared Major	Business, Math and Science Division						Starr Head Count	Other* Head Count
	Fall 2000 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count		
Biology Department								
Biology	A.S.	238	199	37	2	1	39	9
Business Administration Academic Program								
Business Administration	A.A.	546	444	126	12		72	32
Business Administration - Career Program								
Accounting	A.A.S.	258	209	47	9	1	43	13
Banking	A.A.S.	30	21	2	2		8	3
Business Supervision	A.A.S.	84	64	19	8		16	6
Import / Export	A.A.S.	66	56	17	2		7	3
Accounting Clerk	Certificate	91	64	12	5		10	23
Import / Export	Certificate	4	4					2
Business Computer Systems Program								
Computer Specialist	A.A.S.	199	124	51	101		30	6
Minicomputer Specialist	A.A.S.	16	7	6	11		2	1
Networking Specialist	A.A.S.	122	62	24	71		24	6
Computer Science Department								
Computer Information Systems	A.S.	179	145	35	15		19	16
Computer Science	A.S.	181	143	35	7	2	22	15
Culinary Arts Program								
Culinary Arts	A.A.S.	36	34	5	3		6	2
Commercial Cooking	Certificate	12	11					
Engineering Department								
Engineering	A.S.	159	138	24	9	1	20	1
Hospitality and Tourism Program								
Hotel / Motel Operations	Certificate	4	2		2			1
Travel and Tourism	Certificate	16	16	4				2
Legal Assisting Program								
Legal Assisting	A.A.S.	66	54	13	9		7	7

TOTAL STUDENT ENROLLMENT

CAMPUS ENROLLMENT BY STUDENT DECLARED MAJOR (CONTINUED)

Fall Semester Head Count by Student Declared Major	Business, Math and Science Division (continued)						Mid-Valley Head Count	Starr Head Count	Other* Head Count
	Fall 2000 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Head Count			
Mathematics Department									
Mathematics	A.S.	46	40	3			2	1	4
Physical Sciences Department									
Chemistry	A.S.	5	5	1					
Physics	A.S.	2	2	1					
Professional Office Technology Program									
Administrative Assistant	A.A.S.	51	41	7	7		8	5	5
Legal Secretary	A.A.S.	17	12	5				5	2
Secretary	Certificate	34	24	2	1		3	7	
Word Processing Specialist	Certificate	95	47	11	13		15	34	2
Public Service Administration Program									
Public Service Administration	A.A.S.	24	18	18		1			1
Business, Math and Science Division Subtotal	2,581	1,986	507	287	6	359	194	128	
Child Care and Development Program									
Child Care and Development	A.A.S.	194	70	73			70	36	1
Infant and Toddler Specialization	Certificate	35	16	19			4	9	1
Pre-School Specialization	Certificate	78	20	29			13	34	1
Criminal Justice Department									
Criminal Justice	A.S.	664	494	180	6		86	79	28
Fine Arts Department									
Fine Arts with Visual Arts Concentration	A.A.	83	67	14	3	1	11	1	4
Fine Arts with Music Concentration	A.A.	35	28	9	1		6	1	11
Health and Human Services Program									
Health and Human Services	A.A.S.	289	169	109	3	1	77	37	13
Liberal Arts Department									
Liberal Arts	A.A.	161	116	40	3		21	15	14

TOTAL STUDENT ENROLLMENT

CAMPUS ENROLLMENT BY STUDENT DECLARED MAJOR (CONTINUED)

Fall Semester Head Count by Student Declared Major	Fall 2000				Declared Major (continued)				Other*			
	Total	Pecan	Downtown	CAAT	NAHC	Mid-Valley	Start	Head Count				
Liberal Arts and Social Sciences (continued)												
2+2 Teacher Preparation Department												
2+2 Teacher Preparation	A.A.	344	240	78	1	1	43	57	51			
Elementary Education	A.A.	1,021	654	217	7	5	206	131	79			
Secondary Education	A.A.	323	218	57	3		56	40	29			
Social and Behavioral Sciences Department												
Social and Behavioral Sciences	A.A.	395	282	103	2	2	70	29	37			
Women's Studies Department												
Women's Studies	A.A.	1	1									
Liberal Arts and Social Sciences Subtotal		3,623	2,375	928	29	10	663	469	269			
Nursing and Allied Health Division												
Associate Degree Nursing Program												
Nursing	A.A.S.	631	409	113	6	176	109	31	30			
Emergency Medical Technology Program												
Paramedic	A.A.S.	11	7	2	1	3	1	1	1			
EMT - Paramedic	Certificate	13	8	3	1	1	3	1	1			
EMT - Intermediate	Certificate	13	2	1	1	9	1	1	1			
EMT - Basic	Certificate	38	10	3		23	1	1	6			
Health and Medical Administrative Services Program												
Health Information Technology	A.A.S.	36	21	4	3	20	5	1	1			
Health Unit Coordination Technology	Certificate	12	8	4	1	7		1	1			
Medical Information Specialist	Certificate	37	21	8	3	15	4	8	2			
Medical Transcriptionist	Certificate	58	34	17	2	42	8	4	4			
Occupational Therapy Assistant Program												
Occupational Therapy Assistant	A.A.S.	133	103	22		14	23	12	9			
Patient Care Assistant Program												
Patient Care Assistant	Certificate	56	18	3		25	11	14	1			
Physical Therapist Assistant Program												
Physical Therapist Assistant	A.A.S.	229	179	36	3	39	35	15	13			

**TOTAL STUDENT ENROLLMENT
CAMPUS ENROLLMENT BY STUDENT DECLARED MAJOR (CONTINUED)**

Fall Semester		Fall 2000			Downtown			CAAT			NAHC			Mid-Valley			Staff			Other*	
Head Count by Student Declared Major		Total	Unduplicated	Head Count																	
Nursing and Allied Health Division Subtotal																					
Radiologic Technology Program	A.A.S.	252	165	34	7	81	47	13	12												
Radiologic Technology																					
Vocational Nursing Program	Certificate	317	141	48	2	146	75	22	9												
Vocational Nursing																					
Nursing and Allied Health Division Subtotal																					
Technology Division																					
Automotive Technology Program	A.A.S.	23	17	5	12														1		
Automotive Technology GM-ASEP	A.A.S.	16	11	2	15														1		
Automotive Technology	Certificate	80	18	5	55														1		
Computer Aided Drafting and Design Program																					
Computer Aided Drafting and Design	Certificate	175	68	16	133														6		
Diesel Technology Program	A.A.S.	5	5	1	3														1		
Diesel Technology	Certificate	23	7	21																	
Electronic Equipment and Computer Maint. Tech. Program																					
Electronic Equipment and Computer Maint A.A.S.		97	35	24	63														2		
Electronic Equipment and Computer Maint Certificate		129	39	8	102														4		
Heating, Ventilation and Air Conditioning Program																					
Heating, Ventilation and Air Conditioning A.A.S.		12	6	2	8														1		
Heating, Ventilation and Air Conditioning Certificate		111	21	4	102	1													2		
Manufacturing Technology Program	A.A.S.	9	5	4															1		
Precision Manufacturing																			1		
Industrial Systems Maintenance Technolo Certificate		13	3	3	10																
Manufacturing Technology	Certificate	1			1																
Precision Manufacturing	Certificate	18	7	3	15																
Technology Division Subtotal																					
		712	242	73	544	1	43	39	15												

**TOTAL STUDENT ENROLLMENT
CAMPUS ENROLLMENT BY STUDENT DECLARED MAJOR (CONTINUED)**

Fall Semester Head Count by Student Declared Major	Fall 2000		Downtown		CAAT		NAHC		Mid-Valley		Star		Other* Head Count
	Total Unduplicated	Pecan Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	Head Count	
Non-degree Seeking or Undecided	102	76	16	3	4	8	6	6	6	6	6	6	
Degree Seeking Undecided	2,465	972	287	35	29	652	167	678					
TOTAL	11,319	6,777	2,109	927	651	2,048	1,005	1,178					

*Other includes temporary facilities.

Each campus area is unduplicated so the number reflects the actual number of individual majors at a specific location. The total unduplicated column is necessary because students attend multiple campus areas.

STUDENT ENROLLMENT - HISTORY
 FALL HEADCOUNT BY STUDENT DECLARED MAJOR

Fall Semester Head Count by Student Declared Major	Business, Math and Science Division						2000 #
	1996 #	1997 #	1998 #	1999 #	1999 #	2000 #	
Biology Department							
Biology	A.S.	194	269	238	194	238	
Business Administration - Academic Transfer Program							
Business Administration	A.A.	2	8	288	463	546	
Business Administration - Career Program							
Accounting	A.A.S.	129	171	236	257	258	
Banking	A.A.S.						
Business Supervision	A.A.S.	229	227	156	126	84	
Import / Export	A.A.S.						
<i>Tech Prep Enhanced Skills - Business Administration (deactivated 8/99)</i>							
Accounting Clerk	Certificate	84	118	18	7	66	
Import / Export	Certificate						
<i>Business Skills (deactivated 12/96)</i>							
Business Computer Systems Program	A.A.S.	166	161	192	187	199	
Computer Specialist	A.A.S.						
Minicomputer Specialist	A.A.S.	49	61	81	128	16	
Networking Specialist	Certificate	4	1			122	
<i>Information Management Tech. (deactivated 12/96)</i>							
Computer Science Department	A.S.	40	64	100	129	179	
Computer Information Systems	A.S.	60	92	141	169	181	
Computer Science	Certificate						
Culinary Arts Program							
Culinary Arts	A.A.S.	11	23	18	36		
Commercial Cooking		7	9	9	12		
Engineering Department							
Engineering	A.S.	36	53	90	112	159	
Hospitality and Tourism Program							
Hotel / Motel Operations	Certificate	2	2	5	4		
Travel and Tourism	Certificate	1	16	30	22	16	

STUDENT ENROLLMENT - HISTORY
 FALL HEADCOUNT BY STUDENT DECLARED MAJOR (CONTINUED)

Fall Semester Head Count by Student Declared Major		1996 #	1997 #	1998 #	1999 #	2000 #
Business, Math and Science Division (continued)						
Legal Assisting Program	A.A.S.	39	104	105	105	66
Legal Assisting						
Mathematics Department	A.S.	18	35	49	44	46
Mathematics						
Physical Science Department	A.S. A.S.	7	5	7	6	5
Chemistry						
Physics						2
Professional Office Technology Program	A.A.S. A.A.S.	52	60	62	47	51
Administrative Assistant						
Legal Secretary						
Secretary Science						
Word Processing Clerk						
Public Service Administration Program	Certificate Certificate	45	33	41	39	34
Public Service Administration						
Business, Math and Science Division Subtotal	A.A.S.	13	44	54	54	24
Liberal Arts and Social Sciences Division						
Child Care and Development Program	A.A.S. Certificate Certificate	144	96	78	192	194
Child Care and Development					4	35
Child Care - Infant and Toddler Specialization					49	78
Child Care - Pre-School Specialization						
Criminal Justice Department	A.S.	2	22	416	644	664
Criminal Justice						
Fine Arts Department	A.A. A.A.	9	71	69	83	
Fine Arts with Visual Arts Concentration						
Fine Arts with Music Concentration						
Health and Human Services Program	A.A.S.	513	280	269	257	289
Health and Human Services						

STUDENT ENROLLMENT - HISTORY**FALL HEADCOUNT BY STUDENT DECLARED MAJOR (CONTINUED)**

Fall Semester Head Count by Student Declared Major	1996 #	1997 #	1998 #	1999 #	2000 #
Liberal Arts and Social Sciences Division (continued)					
Liberal Arts Department					
Liberal Arts	A.A.	457	496	298	183
2+2 Teacher Preparation Department	A.A.	677	990	1,315	951
2+2 Teacher Preparation	A.A.			387	344
2+2 Teacher Preparation - Elementary Education	A.A.			54	1,021
2+2 Teacher Preparation - Secondary Education	A.A.				323
Social and Behavioral Sciences Department	A.A.	967	1,352	803	550
Social and Behavioral Sciences					395
Women's Studies Department	A.A.				
Women's Studies				2	1
Communication, Fine Arts and Humanities Division Subtotal		2,760	3,245	3,250	3,343
					3,623
Nursing and Allied Health Division					
Associate Degree Nursing Program					
Nursing	A.A.S.			35	344
Emergency Medical Technology Program					631
Emergency Medical Technology - Paramedic	A.A.S.	59	46	52	40
Emergency Medical Technology - Paramedic	Certificate	10	25	10	11
Emergency Medical Technology - Intermediate	Certificate	58	36	43	13
Emergency Medical Technology - Basic	Certificate			20	13
Health and Medical Administrative Services Program					38
Health Information Technology	A.A.S.	87	82	54	42
Tech Prep Enhanced Skills - Health Information	Certificate				36
Health Unit Coordination Technology	Certificate	18	37	36	1
Medical Information Specialist	Certificate	33	51	86	27
Medical Transcriptionist	Certificate	51	53	51	73
Occupational Therapy Assistant Program					37
Occupational Therapy Assistant	A.A.S.			43	58
					58

STUDENT ENROLLMENT - HISTORY

FALL HEADCOUNT BY STUDENT DECLARED MAJOR (CONTINUED)

Fall Semester Head Count by Student Declared Major		1996 #	1997 #	1998 #	1999 #	2000 #
Nursing and Allied Health Division (continued)						
Patient Care Assistant Program	Certificate	123	129	105	73	56
Patient Care Assistant	A.A.S.			239	288	229
Physical Therapist Assistant Program						
Physical Therapist Assistant	A.A.S.			50	299	314
Radiologic Technology Program						
Radiologic Technology	Certificate	86	437	736	479	317
Vocational Nursing Program						
Vocational Nursing		525	1,011	2,016	1,993	1,836
Technology Division						
Automotive Technology Program						
Automotive Technology	A.A.S.	14	17	28	15	23
Automotive Technology GM-ASEP	A.A.S.				16	16
Automotive Technology	Certificate	45	54	84	82	80
Computer Aided Drafting and Design Program						
Computer Aided Drafting and Design	Certificate		22	127	174	175
Diesel Technology Program						
Diesel Technology	A.A.S.	3	5	5	6	5
Diesel Technology	Certificate	18	16	16	18	23
<i>Industrial Truck Technician (deactivated 12/98)</i>	<i>Certificate</i>			1		
Electronic Equipment and Computer Maintenance Technology Program						
Electronic Equipment and Computer Maintenance Technology	A.A.S.	54	59	91	85	97
Electronic Equipment and Computer Maintenance Technology	Certificate	80	109	102	115	129
Heating, Ventilation and Air Conditioning Program						
Heating, Ventilation and Air Conditioning Technology	A.A.S.	13	12	14	12	12
Heating, Ventilation and Air Conditioning Technology	Certificate	70	64	88	116	111

STUDENT ENROLLMENT - HISTORY

FALL HEADCOUNT BY STUDENT DECLARED MAJOR (CONTINUED)

Fall Semester Head Count by Student Declared Major		1996 #	1997 #	1998 #	1999 #	2000 #
Technology Division (continued)						
Manufacturing Technology Program						
Precision Manufacturing	A.A.S.	7	17	12	11	9
Industrial Systems Maintenance Technology	Certificate		3	5	13	13
Manufacturing Technology (<i>deactivated 8/99</i>)	Certificate	6	10	3	1	
Precision Manufacturing	Certificate	10	15	19	20	18
Technology Division Subtotal		314	399	602	686	712
Undecided						
Non-degree Seeking or Undecided	Undeclared	555	600	270	164	102
Degree-Seeking Undecided	Undeclared		1	1,098	1,815	2,465
TOTAL		5,424	6,857	9,453	10,373	11,319

**TOTAL STUDENT CONTACT HOURS
BY CAMPUS AND DIVISION**

Fall Semester Contact Hours by Division and Department/Program	Business, Math & Science Division						Mid-Valley #	Starr Co. #	Other* #
	Fall 2000 Total	Pecan #	Downtown #	CAAT #	NAHC #	Mid-Valley #			
Biology	179,952	135,792					28,800	15,360	
Business Administration - Academic Program	43,968	28,896	5,712				3,936	2,064	3,360
Business Administration - Career Program	46,192	37,248					6,688	2,256	
Business Computer Systems	69,600	8,480					7,440	7,840	560
Computer Science	152,960	100,160					24,640	15,520	6,240
Culinary Arts	7,920	7,920							
Engineering	3,424	3,424							
Hospitality and Tourism	2,144	2,144							
Legal Assisting	6,480	6,480							
Mathematics	109,296	64,240	6,672	3,504			26,176	5,184	3,520
Physical Sciences	38,880	32,256					3,648	2,112	864
Professional Office Technology	26,944	19,136					1,360	6,448	
Public Service Administration	2,688	960	1,728						
Business, Math and Science Subtotal	690,448	447,136	14,112	55,184	0	102,688	56,784	14,544	
<hr/>									
Developmental Studies Division									
College Success	85,584	52,560	9,984	1,056			15,264	6,720	
English	54,272	33,664	7,616	832			6,144	6,016	
Mathematics	215,360	113,152	40,960	4,800			36,800	19,648	
Reading	53,696	31,488	7,872	832			8,000	5,504	
Developmental Studies Subtotal	408,912	230,864	66,432	7,520	0	66,208	37,888	0	
<hr/>									
Liberal Arts and Social Sciences Division									
Child Care and Development	44,960	7,216	15,072				10,560	12,112	
Criminal Justice	23,184	14,544	3,792				2,064	2,784	
English	166,560	84,288	22,320				29,376	11,808	18,768
Fine Arts	40,752	29,712					5,568	2,784	2,688
Government	64,752	31,872	10,848				11,232	7,440	3,360
Health and Human Services	18,736	3,312	8,272				5,040	2,112	
History	94,704	64,704	5,952				11,856	4,656	7,536
Kinesiology and Health Education	27,088	8,464					3,760	1,568	13,296

**TOTAL STUDENT CONTACT HOURS
BY CAMPUS AND DIVISION (CONTINUED)**

Fall Semester Contact Hours by Division and Department/Program	Fall 2000	Pecan	Downtown	CAAT	NAHC	Mid-Valley	Star Co.	Other*
	Total	#	#	#	#	#	#	#
Liberal Arts and Social Sciences Division (Continued)								
Music	14,800	11,744				720	1,440	896
Psychology	71,088	38,976	10,992			13,488	7,104	528
Sociology	44,496	21,984	9,168			8,928	3,456	960
Spanish	67,968	37,872	3,840			13,728	6,432	6,096
Speech and Drama	59,312	28,208	16,944	384		8,160	4,992	624
Teacher Preparation 2+2	17,808	8,544	3,456			2,736	2,160	912
Liberal Arts and Social Sciences Subtotal	756,208	391,440	110,656	384	0	127,216	70,848	55,664
Nursing and Allied Health Division								
Associate Degree Nursing	37,872					37,872		
Emergency Medical Technology	19,856					19,856		
Health and Medical Administrative Services	30,368	4,384				20,176	3,312	1,104
Occupational Therapy Assistant	6,480	6,480						1,392
Patient Care Assistant	11,584					9,424	720	1,440
Physical Therapist Assistant	6,944	6,944						
Radiologic Technology	12,784					12,784		
Vocational Nursing	39,888					26,192	13,696	
Nursing and Allied Health Subtotal	165,776	17,808	0	0	126,304	17,728	2,544	1,392
Technology Division								
Automotive & Diesel Technology*	27,168					24,736	2,432	
Computer Aided Drafting and Design	32,304					31,536		768
Electronic Equipment & Computer Maint. Tech.	50,496					46,912	2,688	896
Heating, Ventilation and Air Conditioning	33,712					33,712		
Manufacturing Technology	6,336					6,336		
Technology Subtotal	150,016	0	0	143,232	0	2,688	3,328	768
TOTAL CONTACT HOURS	2,171,360	1,087,248	191,200	206,320	126,304	316,528	171,392	72,368

*Other includes temporary facilities. Automotive and Diesel Technology are presented as a combined unit here due to curricular changes that resulted in many shared courses. The combination of the two departments makes historical comparisons clearer.

TOTAL STUDENT CONTACT HOURS - HISTORY BY DIVISION AND DEPARTMENT

Fall Semester		Contact Hours by Division and Department/Program		1996		1997		1998		1999		2000	
		#		#		#		#		#		#	
Business Division													
Biology		115,584		151,392		231,840		180,048		179,952			
Business Administration - Academic Program		14,864		14,592		23,184		32,784		43,968			
Business Administration - Career Program		28,224		42,576		53,888		43,472		46,192			
Business Computer Systems		35,760		36,688		48,080		59,184		69,600			
Computer Science		42,240		104,992		168,432		170,480		152,960			
Culinary Arts				1,904		5,328		6,160		7,920			
Engineering								1,872		3,424			
Hospitality and Tourism		816		1,264		5,136		4,400		2,144			
Legal Assisting				4,032		7,040		7,040		6,480			
Mathematics		44,144		53,280		80,576		96,288		109,296			
Physical Sciences		18,704		31,008		46,272		39,988		38,880			
Professional Office Technology		30,272		30,688		38,624		33,568		26,944			
Public Service Administration				720		2,352		4,320		2,688			
Business Division Subtotal		330,608		473,136		710,752		679,504		690,448			
Developmental Studies Division													
College Success		864		6,336		105,984		96,480		85,584			
English		34,368		37,920		51,312		56,256		54,272			
Mathematics		91,632		125,808		186,544		204,224		215,360			
Reading		23,568		28,176		36,096		51,136		53,696			
Developmental Studies Division Subtotal		150,432		198,240		379,936		408,096		408,912			
Liberal Arts and Social Sciences Division													
Child Care and Development		13,680		11,904		8,544		38,096		44,960			
Criminal Justice		3,600		14,160		21,648		24,480		23,184			
English		52,848		71,712		115,440		150,816		166,560			
Fine Arts		14,352		24,720		34,416		34,464		40,752			
Government		24,576		25,200		40,704		50,544		64,752			
Health and Human Services		5,232		10,176		13,200		15,840		18,736			
History		58,560		64,608		69,984		83,280		94,704			
Kinesiology and Health Education		10,976								27,088			

TOTAL STUDENT CONTACT HOURS - HISTORY
BY DIVISION AND DEPARTMENT (CONTINUED)

Fall Semester Contact Hours by Division and Department/Program	1996 #	1997 #	1998 #	1999 #	1999 #	2000 #	2000 #
Liberal Arts and Social Sciences Division (continued)							
Music	2,208	4,512	8,928	11,424	14,800		
Psychology	31,200	37,536	45,264	56,976	71,088		
Sociology	20,880	27,024	37,632	44,448	44,496		
Spanish	24,384	32,544	44,352	58,688	67,968		
Speech and Drama	23,344	31,984	61,472	58,752	59,312		
Teacher Preparation 2+2		7,920	12,096	12,432	17,808		
Liberal Arts and Social Sciences Division Subtotal	285,840	380,960	532,240	663,168	758,208		
Nursing and Allied Health Division							
Associate Degree in Nursing	19,680	16,736	16,608	22,288	19,856		
Emergency Medical Technology	27,792	42,704	60,000	51,952	30,368		
Health and Medical Administrative Services		1,680	5,824	5,424	6,480		
Occupational Therapy Assistant		13,072	23,648	18,464	11,584		
Patient Care Assistant	18,944			3,776	6,560		
Physical Therapist Assistant			5,408	12,896	13,648		
Radiologic Technology			28,992	31,216	50,000		
Vocational Nursing			95,408	110,816	187,952	198,160	165,776
Nursing and Allied Health Division Subtotal							
Technology Division							
Automotive and Diesel Technology	22,384	24,224	39,712	16,496	27,168		
Computer Aided Drafting and Design		10,224	24,384	40,992	32,304		
Electronic Equipment & Computer Maint. Tech.	33,632	37,888	42,960	39,408	50,496		
Heating, Ventilation and Air Conditioning	19,872	19,328	26,336	38,976	33,712		
Manufacturing Technology	3,648	6,592	6,736	8,992	6,336		
Technology Division Subtotal	79,536	98,256	140,128	144,864	150,016		
TOTAL CONTACT HOURS	941,824	1,261,408	1,951,008	2,093,792	2,173,360		

*Automotive and Diesel Technology are presented as a combined unit here due to curricular changes that resulted in many shared courses.
 The combination of the two departments makes historical comparisons clearer.

NONTRADITIONAL GENDER ENROLLMENT

Program	Fall 1996						Fall 1997						Fall 1998					
	F	M	% NT	Gender	F	M	% NT	Gender	F	M	% NT	Gender	F	M	% NT	Gender	F	M
Hospitality and Tourism	3	0%		M	15	3	17%	M	21	9	30%							
Legal Assisting					33	6	15%	M	89	15	14%	M						
Professional Office Technology	217	31	13%	M	224	31	12%	M	244	40	14%	M						
Child Care and Development	125	19	13%	M	86	10	10%	M	74	4	5%	M						
Health and Human Services	344	169	33%	M	193	87	31%	M	217	52	19%	M						
Associate Degree Nursing													33	2	6%	M		
Health and Medical Admin. Services	146	43	23%	M	177	46	21%	M	194	33	15%	M						
Patient Care	84	39	32%	M	97	32	25%	M	82	23	22%	M						
Vocational Nursing	66	20	23%	M	326	111	25%	M	571	165	22%	M						
Automotive Technology	1	58	2%	F	1	70	1%	F	3	109	3%	F						
Computer Aided Drafting and Design													31	96	24%	F		
Diesel Technology													1	21	5%	F		
Electronic Equip. and Computer Maint.	3	131	2%	F	9	159	5%	F	13	180	7%	F						
Heating, Ventilation & A/C Technology	1	82	1%	F	2	74	3%	F	2	100	2%	F						
Manufacturing Technology	17	0%	F	3	38	7%	F	8	38	17%	F							
STCC Total Enrollment	3225	2199	59%		4145	2712	60%		5742	3711	61%							

Program	Fall 1999						Fall 2000						Fall 2001					
	F	M	% NT	Gender	F	M	% NT	Gender	F	M	% NT	Gender	F	M	% NT	Gender	F	M
Hospitality and Tourism	24	3	11%	M	13	7	35%											
Legal Assisting	84	22	21%	M	46	20	30%											
Professional Office Technology	183	23	11%	M	171	26	13%	F										
Child Care and Development	235	10	4%	M	299	8	3%	F										
Health and Human Services	214	43	17%	M	233	56	19%	F										
Associate Degree Nursing	276	70	20%	M	510	121	19%	F										
Health and Medical Admin. Services	161	25	13%	M	123	20	14%	F										
Patient Care	59	14	19%	M	45	11	20%	F										
Vocational Nursing	375	105	22%	M	272	46	14%	M										
Automotive Technology	5	110	4%	F	5	116	4%	F										
Computer Aided Drafting and Design	41	134	24%	F	33	142	19%	F										
Diesel Technology	1	23	4%	F	1	27	4%	F										
Electronic Equip. and Computer Maint.	13	187	7%	F	13	213	6%	F										
Heating, Ventilation & A/C Technology	7	121	5%	F	2	121	2%	F										
Manufacturing Technology	8	39	17%	F	4	37	10%	F										
STCC Total Enrollment	6271	4102	60%		6847	4472	60%											

* Note: Non-traditional Degree programs are defined as technical programs in which the enrollment of a particular gender is less than or equal to 25% of the total program enrollment. The programs are labeled as non-traditional for that particular gender.

HIGH SCHOOL GRADUATES FROM TOP QUARTILE

Recent Service Area High School Graduates in Top Quartile*					
Fall Semester	Total Prior Year High School Graduates in STCC Service Area	Number and % of Total Graduates Who Enrolled at STCC	Number of Total Graduates in Top Quartile of Class	Number and Percent of Top Quartile Graduates Who Enrolled at STCC	
1996	6,894	434 6%	1,723	85 5%	
1997	7,088	617 9%	1,772	161 9%	
1998	8,115	860 11%	2,028	198 10%	

* Texas Education Agency '99 Snapshot data (graduates of 1997-98) most recent available for comparison.

Distribution of STCC FTIC Recent Service Area High School Graduates by Class Rank **					
Fall Semester	***FTIC Recent High School Graduates Enrolled at STCC	HS Graduating Class Rank Top Quartile	% of FTIC Recent High School Grads	HS Graduating Class Rank 51-75%	% of FTIC Recent High School Grads
1996	434	85 20%	144	33%	137
1997	617	161 26%	186	30%	192 31%
1998	860	198 23%	261	30%	275 32%
1999	972	217 22%	307	32%	297 31%
2000	980	201 21%	302	31%	296 30%

** Rank based on High School Transcript

***FTIC Recent High School Graduates are First Time In College, recent high school graduates from STCC District area high schools (Hidalgo and Starr County) who enrolled at STCC.

CONCURRENT/CONTRACT ENROLLMENT OF HIGH SCHOOL STUDENTS

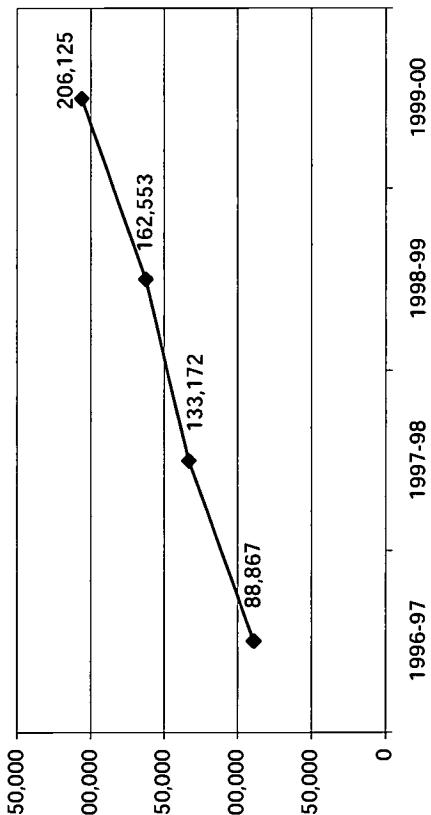
Regular Public High School	Offers STCC Concurrent/Contract Enrollment Programs
Donna High School	Yes
Economedes High School	Yes
Edcouch-Elsa High School	Yes
Edinburg High School	Yes
Edinburg North High School	Yes
Hidalgo High School	Yes
La Joya High School	Yes
La Villa High School	No
McAllen High School	Yes
McAllen Memorial High School	Yes
Mercedes High School	Yes
Mission High School	Yes
Progreso High School	No
PSJA High School	Yes
PSJA Memorial High School	Yes
PSJA North High School	Yes
Rio Grande City High School	Yes
Roma High School	Yes
Rowe High School	Yes
San Isidro High School	Yes
Sharyland High School	Yes
Valley View High School	Yes
Weslaco East High School	Yes
Weslaco High School	Yes
Weslaco South Palms Gardens High School	Yes
Public "Magnet" Schools	
South Texas High School of Health Professions (Med High)	Yes
The Science Academy	Yes
The Teacher Academy	Yes
Total Number of Service Area Public High Schools	28
Number and Percent of Schools Offering STCC Concurrent/Contract Enrollment Programs	26 (93%)

CONTINUING EDUCATION

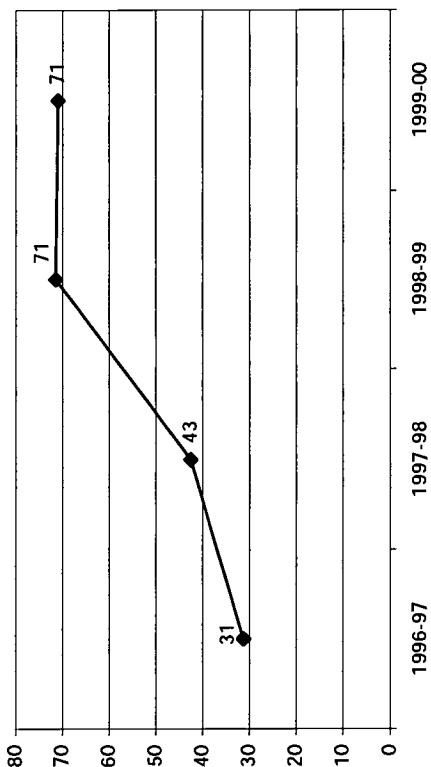
Continuing Education Contact Hour Generation

Year	Fall	Winter	Spring	Summer	Annual Total	Duplicated Headcount	Unduplicated Headcount	Contact Hours/Student
1996-97	30,407	29,230	**	29,230	88,867	4,123	2,850	31
1997-98	31,602	33,975	27,634	39,961	133,172	4,475	3,132	43
1998-99	42,444	34,124	40,791	45,195	162,553	3,449	2,275	71
1999-00	37,251	43,480	47,073	78,321	206,125	4,732	2,917	71
2000-01	12,952	60	N/A	N/A	13,012	336*	251*	52

Total Annual Contact Hours Generated



Annual Contact Hours Per Individual Student



*2000-01 Fall data is as of 11/2000 and is incomplete for the quarter since enrollment will be ongoing until the end of the quarter.

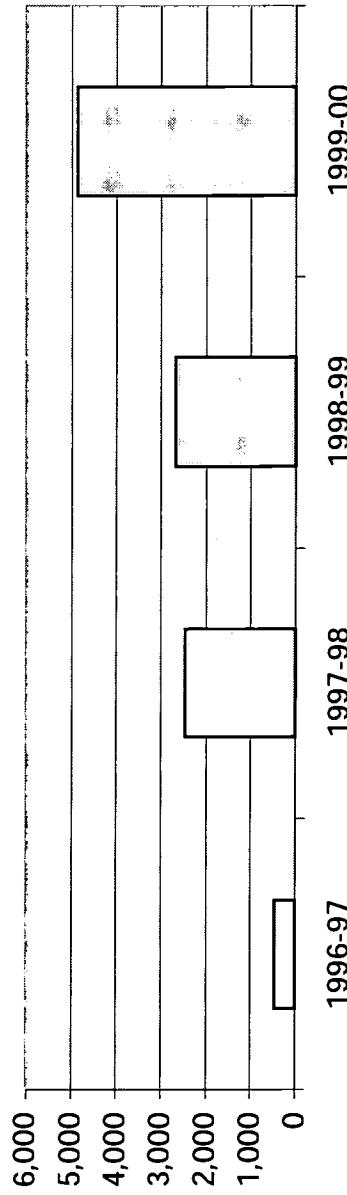
**Due to procedural changes, Spring 1997 data is reported with Summer 1997.

Source: IA+ Student Information System

The Partnership for Business and Industry Training

Training Project Name	Trainee Enrollment History					1999-00
	1996-97	1997-98	1998-99	1999-00		
Skills Development #1	142	86	71			
Skills Development #2	196	560	497			
Skills Development #3		481	1,798			
Skills Development #4			127			3,077
Self-Sufficiency for TANF			18			286
Skills Development #5						37
Skills Development #6						825
Smart Jobs Fresenius	24					209
Smart Jobs Hidalgo Federal						
Smart Jobs McAllen Bolt & Screw	96					
Smart Jobs McAllen Metal Stamping						
Smart Jobs Pharr Brand Name Apparel						
Smart Jobs Rio Grande Snack Company						
Cash-based training	125	1,139	68			
Total Trainees	463	2,455	2,687			4,858

The Partnership for Business and Industry Training Enrollment



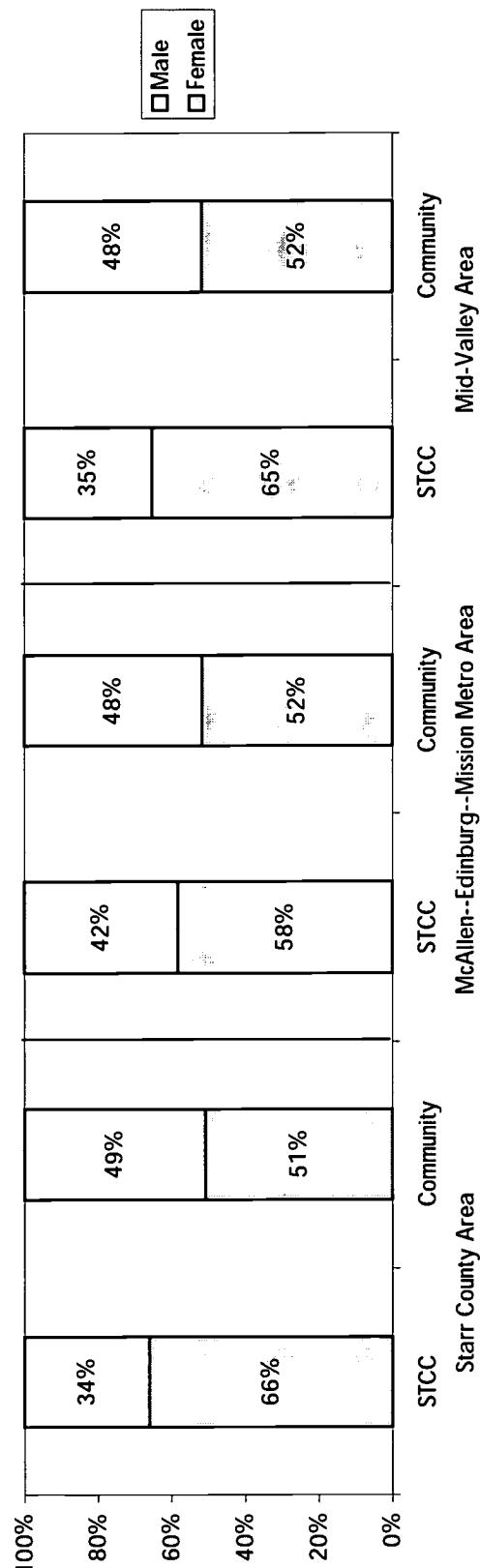
Source: The Partnership for Business and Industry Training, 3700 W Military Highway, McAllen, TX 78503, report dated 10/31/00.

COMMUNITY DEMOGRAPHICS REFLECTED IN STCC ENROLLMENT

Gender	Starr County Area		McAllen-Edinburg-Mission Metro Area		Mid-Valley Area		STCC District Totals	
	STCC	Community	STCC	Community	STCC	Community	STCC	Community
Male	395	34%	19,927	49%	3,260	42%	137,330	48%
Female	771	66%	20,591	51%	4,552	58%	147,051	52%
Total Population	1,166		40,518		7,812		284,381	
					2,144		99,164	
						11,122		424,063

Note: STCC data is from Fall 2000 and includes only students identified as residing in the service area. Service Area data is from 1990 Census Data which is the most recent available for county subdivision detail.

Gender Demographics
Community vs STCC District Area Enrollment



COMMUNITY DEMOGRAPHICS REFLECTED IN STCC ENROLLMENT

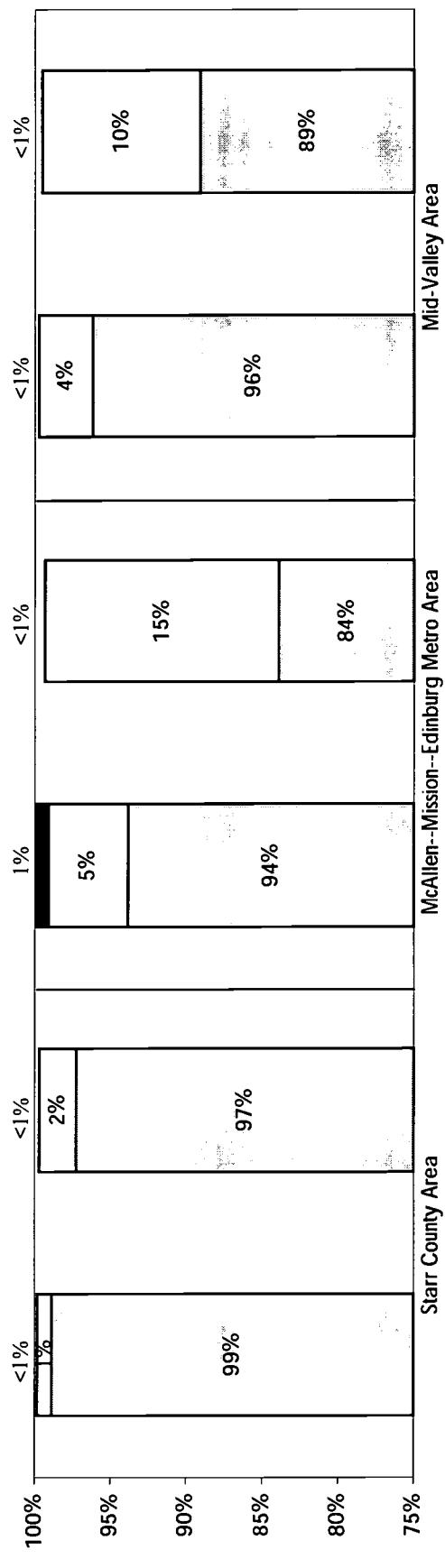
Race/Ethnicity	Starr County Area		McAllen--Edinburg--Mission Metro Area		Mid-Valley Area		STCC District Totals	
	STCC	Community	STCC	Community	STCC	Community	STCC	Community
Hispanic Origin (any race)	1,153	99%	39,390	97%	7,331	94%	238,645	84% 2,062 96% 88,327 89% 10,546 95% 366,362 86%
White*	11	1%	1,001	2%	411	5%	43,888	15% 76 4% 10,371 10% 498 4% 55,260 13%
Asian or Pacific Islander*	2	<1%	13	<1%	59	1%	728	<1% 5 <1% 119 <1% 66 <1% 860 <1%
Black*	0	0%	9	<1%	6	<1%	452	<1% 0 <1% 66 <1% 6 <1% 527 <1%
American Indian, Eskimo, Aleut*	0	0%	6	<1%	5	<1%	176	<1% 1 <1% 53 <1% 6 <1% 235 <1%
Other or Non-Resident Alien*	0	0%	99	<1%	0	<1%	492	<1% 0 <1% 228 <1% 0 <1% 819 <1%
Total Population	1,166	100%	40,518	100%	7,812	100%	284,381	100% 2,144 100% 99,164 100% 11,122 99% 424,063 100%

Note: STCC data is from Fall 2000 and includes only students identified as residing in the service area. Service Area data is from 1990 Census Data which is the most recent available.

*Not of Hispanic Origin

Ethnicity Demographics

Community vs STCC District Area Enrollment by Residence



□ Hispanic Origin (any race) □ White* ■ Asian or Pacific Islander*

Note: Graph begins at 75% due to the high percentage of Hispanic population.

SECTION III COMPLETION

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Additional information on graduates and their outcomes is available online at <http://www.stcc.cc.tx.us/~research/reports/reports.html>

GRADUATE SUMMARY BY PROGRAM

Department / Major	Degree	Business, Math and Science Division			1999-00	Last 3 Years
		1995-96	1996-97	1997-98		
Biology	AS			3	11	19
Business Administration - Transfer Program	AA			6	19	17
Business Administration - Career Program						
Accounting	AAS	3	14	7	37	58
Business Supervision	AAS	2	4	8	4	26
Accounting	CT1	10	16	36	11	31
<i>Computerized Bookkeeping</i>	CT1	7	3			78
Business Computer Systems						
Computer Specialist	AAS	2	7	12	11	30
Networking Specialist	AAS	5	4	7	20	31
<i>Information Management Technology</i>	CT1	4	2	4	11	0
Computer Science						
Computer Information Systems	AS	2		2	3	17
Computer Science	AS			1	3	4
Culinary Arts	AAS			2	2	5
Culinary Arts	CT1					2
<i>Commercial Cooking</i>						
Engineering	AS			2	3	5
Engineering						
Hospitality & Tourism						
Hotel/Motel Operations	CT1				2	2
Travel & Tourism	CT1				10	20
Legal Assisting						
Legal Assisting	AAS			5	8	13
Mathematics						
Mathematics	AS			6	3	9
Physical Sciences						
Chemistry	AS				7	7
Physics	AS			1	1	1
Professional Office Technology						
Administrative Assistant	AAS	4	9	5	10	4
Legal Secretary	AAS	3	3	3	1	3
Secretary Science	CT1	9	15	21	7	5
Word Processing Clerk	CT1	4	14	25	19	26
<i>Data Entry Clerk</i>	CT1	10	3			70

Notes: Italicized programs have been deactivated. Other older program codes that were revised have been included with their current programs.

GRADUATE SUMMARY BY PROGRAM (CONTINUED)

Department / Major	Degree	Business, Math and Science Division			1998-99	1999-00	Last 3 Years
		1995-96	1996-97	1997-98			
Public Service Administration							
Public Service Administration	AAS						
Business, Math and Science Division Subtotal		53	79	134	140	242	516
Liberal Arts and Social Sciences Division							
Child Care & Development							
Child Care & Development	AAS						
Criminal Justice							
Criminal Justice	AS						
Fine Arts							
Fine Arts	AA						
Health & Human Services							
Health & Human Services	AAS						
Liberal Arts							
Liberal Arts	AA						
Social & Behavioral Sciences							
Social & Behavioral Sciences (<i>formerly Interdisciplinary Studies</i>)	AA						
Teacher Preparation 2+2							
Teacher Preparation 2+2	AA						
Teacher Preparation 2+2 - Elementary Education	AA						
Women's Studies							
Women's Studies	AA						
Liberal Arts and Social Sciences Division Subtotal		0	16	94	117	190	401
Nursing & Allied Health Division							
Associate Degree Nursing							
Associate Degree Nursing	AAS						
Emergency Medical Technology							
EMT - Paramedic	AAS	3	3	6		1	7
EMT - Intermediate	CT1	1	11	3		23	3
EMT - Basic	CT1						23
Health & Medical Administrative Services							
Health Information Technology	AAS						
Health Unit Coordination	CT1	1	7				
Medical Information Specialist	CT1	8	9				
Medical Transcriptionist	CT1	3	5				
Occupational Therapy Assistant							
Occupational Therapy Assistant	AAS						
Liberal Arts and Social Sciences Division Subtotal		13	13	1	1	13	26

Notes: Italicized programs have been deactivated. Other older program codes that were revised have been included with their current programs.

GRADUATE SUMMARY BY PROGRAM (CONTINUED)

Department / Major	Degree	Business, Math and Science Division			1998-99	1999-00	Last 3 Years
		1995-96	1996-97	1997-98			
Patient Care Assistant							
Patient Care Assistant	CT1	18	20	21	52	46	119
Physical Therapist Assistant							
Physical Therapist Assistant	AAS					11	11
Radioologic Technology							
Radiologic Technology	AAS				12	15	27
Vocational Nursing							
Vocational Nursing	CT2	35	46	53	75	77	205
Nursing & Allied Health Division Subtotal		60	94	108	202	285	595
Technology Division							
Automotive Technology							
Automotive Technology	AAS	2	4	3	2	2	5
Automotive Technology	CT1	15	11	8	5	5	18
Computer Aided Drafting & Design							
Computer Aided Drafting & Design	CT1				12	22	34
Diesel Technology							
Diesel Technology	AAS				1	1	1
Diesel Technology	CT1				14	15	13
Electronic Equipment & Computer Maintenance							
Electronic Equipment & Computer Maintenance	AAS				4	11	22
Electronic Equipment & Computer Maintenance	CT1				15	7	36
Heating, Ventilation & Air Conditioning							
Heating, Ventilation & Air Conditioning	AAS				1	6	4
Heating, Ventilation & Air Conditioning	CT1	13	29	23	25	39	87
Precision Manufacturing Technology							
Precision Manufacturing	AAS					2	4
Precision Manufacturing	CT1	1	5	2	6	1	9
Industrial Systems Maintenance	CT1					1	1
Manufacturing Technology (<i>deactivated</i>)	CT1					1	1
Technology Division Subtotal		31	75	64	77	103	244
South Texas Community College Total		144	264	400	536	820	1,756

Notes: Italicized programs have been deactivated. Other older program codes that were revised have been included with their current programs.

GRADUATION RATES:

GRADUATION RATE OF FALL 1996 FIRST-TIME IN COLLEGE (FTIC) COHORT

Fall 1996 First-Time, Full-Time Students		Fall 1996 First-Time, Part-Time Students	
Still Enrolled	133	22%	104
Transferred	79	13%	60
Graduated	88	14%	19
Subtotal for Successful Outcomes	300	49%	183
Left in Good Standing	224	37%	267
None of the Above	88	14%	77
Total	612	100%	527

Fall 1996 First-Time, Full-Time Students		Fall 1996 First-Time, Part-Time Students	
Still Enrolled	133	22%	104
Transferred	79	13%	60
Graduated	88	14%	19
Subtotal for Successful Outcomes	300	49%	183
Left in Good Standing	224	37%	267
None of the Above	88	14%	77
Total	612	100%	527

Note: The Graduation Rate Survey is a report to the U. S. Department of Education that is required by the Student Right-to-Know (SRK) Act. This report shows the outcomes of the Fall 1996 entering cohort after three years. Since there are many possible successful outcomes for community college students, looking at only the graduates after three years gives an incomplete picture. Some students will take longer than three years to graduate, while other students transfer to 4-year colleges without completing a community college degree. We consider these students to be successful. The tables above present the current outcome rates for the Fall 1996 first-time students along with students who left the College in good standing and are eligible to return.

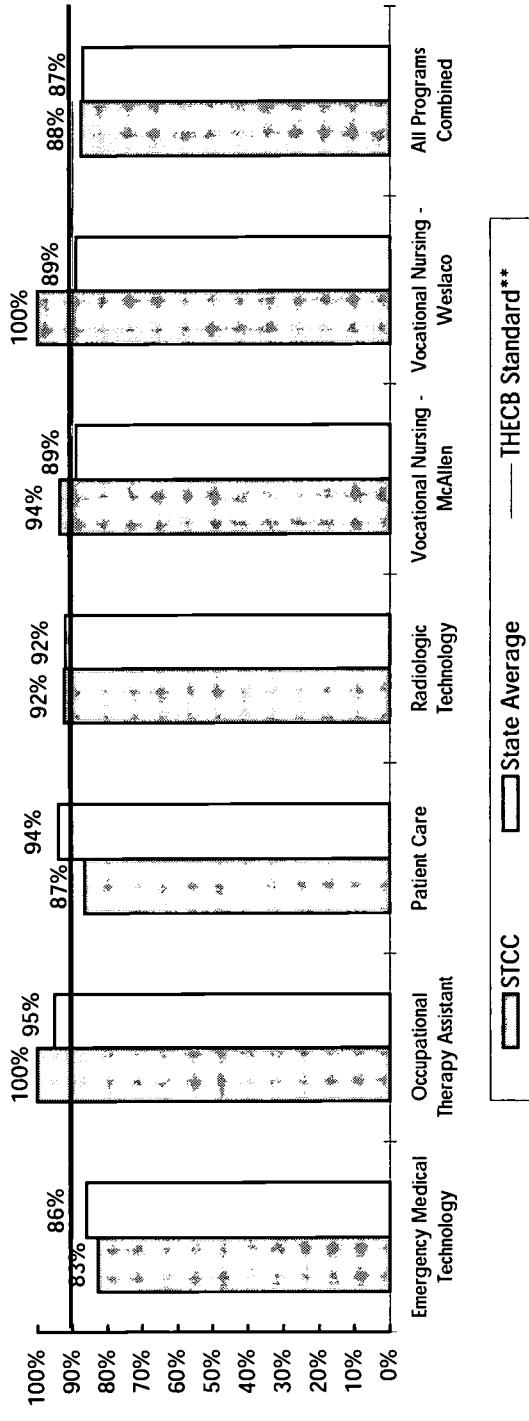
Note: Transfers only include students who transferred to UT Pan American. Other transfer institutions could not be identified for this report, so it is possible that some of the students who left in good standing have transferred to other universities.

LICENSURE/CERTIFICATION EXAMS

1998-1999 STCC Program	Licensure Exam Pass Rates as Measured by Program Standards**			THECB Standards* for Comparison
	Tested	Passed	% Passed	
Emergency Medical Technology	168	139	83%	86%
Occupational Therapy Assistant	13	13	100%	95%
Patient Care	105	91	87%	94%
Radiologic Technology	13	12	92%	92%
Vocational Nursing - McAllen	47	44	94%	89%
Vocational Nursing - Weslaco	30	30	100%	89%
All Programs Combined	376	329	88%	87%
				90% Perkins Standard - Passing Rate

* THECB = Texas Higher Education Coordinating Board. THECB Standard is that 90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than 5% below state average for last 3 years for the specific exam. Also, the state average for Occupational Therapy is from 1998 rather than 1999 because the licensing agency no longer reports results to THECB.

** Program Standards are based on internal program records.

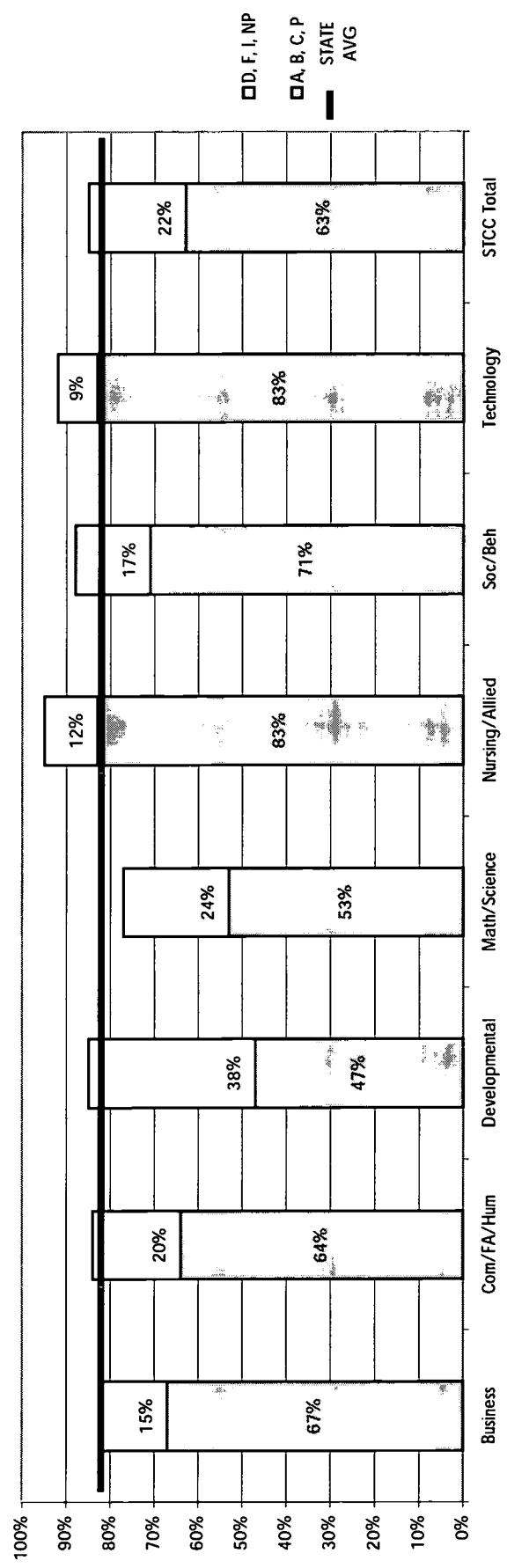


COURSE COMPLETION

Fall 1999 Division Grade Distribution Report

Division	Total # of Sect.	Avg. Course Grade	Passing Grades			Non-Passing Grades			Withdrawals		
			A	B	C	#Pass	%Pass	D	F	#N-P	W
Business	235	4.922	2.61	1.093	1.325	890	0	3,308	67%	264	414
Communication, Fine Arts & Humanities	407	8.419	2.39	1.633	2.147	1,600	0	5,380	64%	505	1,089
Developmental Studies	426	6.919	1.69	815	1,197	1,274	0	3,286	47%	531	2,050
Math & Science	183	4.007	2.00	393	801	949	0	2,143	53%	342	625
Nursing & Allied Health	152	2.415	2.84	685	930	305	96	2,016	83%	85	186
Social & Behavioral Sciences	234	5.328	2.59	1,395	1,362	1,031	0	3,788	71%	283	559
Technology	98	1.565	2.88	434	570	290	0	1,294	83%	1	105
STCC Total	1,735	33.575	2.33	6,448	8,332	6,339	96	21,215	63%	2,011	5,028
All Technical Courses	426	6.913	2.93	2,197	2,416	963	96	5,672	82%	149	464
All Academic Courses	1,309	26.662	2.16	4,251	5,916	5,376	0	15,543	58%	1,862	4,564

Division Comparison to Statewide Average



Note: Dark line indicates statewide average percent of course completers at 82% (completion is defined as any grade of A,B,C,D,F or P/NP.)

DEVELOPMENTAL MATH SEQUENCE COMPLETION

Note: Course completion was tracked for two years for each cohort of first-time in college (FTIC) freshmen. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course.

DEVELOPMENTAL ENGLISH SEQUENCE COMPLETION

Fall 1996 FTIC Cohort Progress through Summer 1998										Fall 1997 FTIC Cohort Progress through Summer 1999										Fall 1998 FTIC Cohort Progress through Summer 2000										Total Completed College Level								
Level 1 (Engl 0071)					Level 2 (Engl 0081)					Level 3 (Engl 0091)					Level 1 (Engl 0071)					Level 2 (Engl 0081)					Level 3 (Engl 0091)					College Level English			Total Completed College Level					
	# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# Attempted	# Passed	% Passed		# in Cohort	# Passed	% Passed							
FTIC who began with Level 1	204	137	67%	56	39	70%	13	10	77%	30	25	83%	204	25	12%																							
FTIC who began with Level 2				84	63	75%	21	14	67%	13	8	62%	84	8	10%																							
FTIC who began with Level 3							43	42	98%	16	12	75%	43	12	28%																							
FTIC who began with College Level										89	72	81%	89	72	81%																							
FTIC who began with Level 1	131	104	79%	48	38	79%	6	6	100%	23	17	74%	131	17	13%																							
FTIC who began with Level 2				123	90	73%	28	21	75%	35	24	69%	123	24	20%																							
FTIC who began with Level 3							67	42	63%	23	19	83%	67	19	28%																							
FTIC who began with College Level										151	119	79%	151	119	79%																							
FTIC who began with Level 1	237	156	66%	72	46	64%	21	15	71%	43	30	70%	237	30	13%																							
FTIC who began with Level 2				81	64	79%	19	16	84%	23	13	57%	81	13	16%																							
FTIC who began with Level 3							11	7	64%	3	3	100%	11	3	27%																							
FTIC who began with College Level										313	242	77%	313	242	77%																							

Note: Course completion was tracked for two years for each cohort of first-time in college (FTIC) freshmen. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course.

DEVELOPMENTAL READING SEQUENCE COMPLETION

Fall 1996 FTIC Cohort Progress through Summer 1998		Level 1 (Read 0070)			Level 2 (Read 0080)			Level 3 (Read 0090)			College Level English			Total Completed College Level			
		# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# in Cohort	# Passed	% Passed	
FTIC who began with Level 1	111	90	81%		37	26	70%	14	13	93%	13	10	77%	111	10	9%	
FTIC who began with Level 2					71	53	75%	14	12	86%	16	12	75%	71	12	17%	
FTIC who began with Level 3								62	48	77%	17	15	88%	62	15	24%	
FTIC who began with College Level									89	72	81%		89	72	81%		
Fall 1997 FTIC Cohort Progress through Summer 1999		Level 1 (Read 0070)			Level 2 (Read 0080)			Level 3 (Read 0090)			College Level English			Total Completed College Level			
		# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# in Cohort	# Passed	% Passed	
FTIC who began with Level 1	73	52	71%		20	12	60%	3	1	33%	12	9	75%	73	9	12%	
FTIC who began with Level 2					78	59	76%	20	17	85%	13	10	77%	78	10	13%	
FTIC who began with Level 3								110	82	75%	41	29	71%	110	29	26%	
FTIC who began with College Level											151	119	79%	151	119	79%	
Fall 1998 FTIC Cohort Progress through Summer 2000		Level 1 (Read 0070)			Level 2 (Read 0080)			Level 3 (Read 0090)			College Level English			Total Completed College Level			
		# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed	# in Cohort	# Passed	% Passed	
FTIC who began with Level 1	127	103	81%		45	30	67%	17	15	88%	24	14	58%	127	14	11%	
FTIC who began with Level 2					79	69	87%	24	18	75%	36	24	67%	79	24	30%	
FTIC who began with Level 3								28	24	86%	15	6	40%	28	6	21%	
FTIC who began with College Level											313	242	77%	313	242	77%	

Note: Course completion was tracked for two years for each cohort of first-time in college (FTIC) freshmen. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. College English was selected as a college level target since completion of developmental reading sequence was a prerequisite at one point. There are several courses that now have a prerequisite of TASP Reading completion or successful completion of READ 0090. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course.

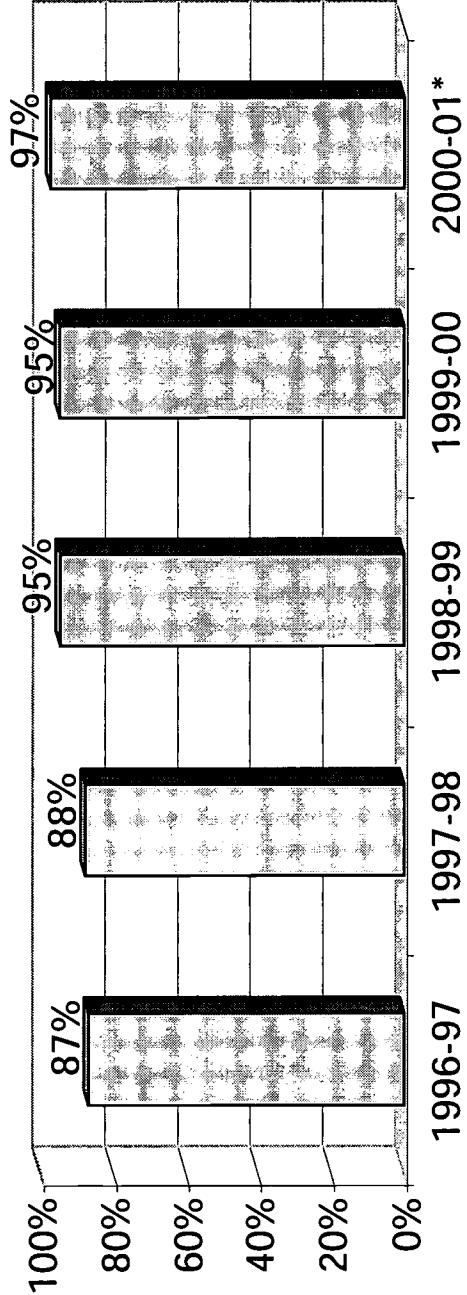
CONTINUING EDUCATION COURSE COMPLETION

	1996-97	1997-98	1998-99	1999-00	2000-01*	5 YR Total
Students Enrolled	3,172	3,435	3,052	4,197	37	13,893
Students Completed	2,753	3,013	2,888	3,979	36	12,669
Percent Completed	87%	88%	95%	95%	97%	91%

*2000-01 data includes partial fall quarter only.

Source: IA System. Does not include students who registered solely to take an examination or whose course records have not been entered.

Continuing Education Course Completion Rates

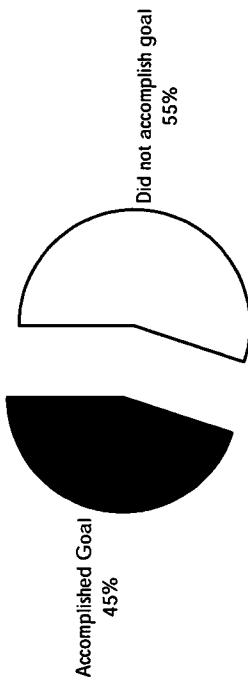


STUDENT GOAL COMPLETION

Student Goals and Goal Completion of Non-Graduating Students

Purpose for Attending STCC	Enrolled Students*		Non-returning Students**		Non-returning students who reported accomplishing goal**	
	Count	%	Count	%	Count	%
No definite purpose in mind	12	2%	5	3%	3	60%
Take courses for self-improvement	14	2%	13	8%	6	46%
Take job related courses	10	2%	4	2%	3	75%
Take courses for transferring to a 2-year college	46	7%	9	6%	4	44%
Take courses for transferring to a 4-year college	278	44%	50	31%	29	58%
To complete a vocational/technical program	84	13%	20	12%	7	35%
To obtain an associate degree	166	26%	50	31%	13	26%
Other	23	4%	11	7%	8	73%
Total	631	100%	162	100%	73	45%

Goal Completion of Non-returning Students**



*Purpose for Entering STCC, from 2000 ACT Student Opinion Survey

**From 2000 Student Opinion Survey: Non-returning Students.

SECTION IV TRANSFER RATE & SUCCESS

Title	Page Number
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Fall 1999 Transfer Rates of All 1998-99 Students and 1998-99 Graduates
Academic Performance of STCC Students After Transfer

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TRANSFER RATE & SUCCESS

TRANSFER RATES FALL 1999 TRANSFER RATES OF ALL 1998-99 STUDENTS AND 1998-99 GRADUATES

Annual Unduplicated Count of 1998-1999 STCC Students by Division and Department/Program	All 1998-1999 Students			1998-1999 Graduates Only		
	Total # of STCC Majors	#	Transferred to UTPA in Fall 1999	Total # of STCC Graduates	#	Transferred to UTPA in Fall 1999
Business, Math & Science Division						
Biology	343	85	25%	11	5	45%
Business Administration - Academic	506	75	15%	16	10	63%
Computer Science	364	50	14%	6	2	33%
Engineering	133	29	22%			
Mathematics	82	24	29%	6	2	33%
Physical Science	14	5	36%			
* Business Administration - Career	758	60	8%	21		
* Business Computer Systems	393	4	1%	18		
* Computerized Office Technology	358	5	1%	36		
* Culinary Arts	41			3		
* Legal Assisting	137	5	4%	5		
* Public Service Administration	67	2	3%			
* Travel & Tourism	52	2	4%	11		
Business, Math & Science Division Subtotal	3,248	346	11%	133	19	14%
Liberal Arts & Social Sciences Division						
Criminal Justice	719	61	8%	7	3	43%
Fine Arts	117	28	24%	1		
Liberal Arts	367	66	18%	2	1	50%
Social & Behavioral Science	1,081	225	21%	33	22	67%
Teacher Preparation	1,844	324	18%	33	20	61%
Women's Studies	2					
* Child Care & Development	156	5	3%	4		
* Health & Human Services	370	26	7%	27	1	4%
Liberal Arts & Social Sciences Division Subtotal	4,656	735	16%	107	47	44%

(continued on next page)

Notes: Technical programs that are not designed to prepare students for transfer are preceded by an asterisk and are included here for informational purposes only. To unduplicate students, each student was counted under the last major they had declared prior to leaving STCC. The Graduate Only columns represent a subset of the total headcount columns.

TRANSFER RATE & SUCCESS

TRANSFER RATES

FALL 1999 TRANSFER RATES OF ALL 1998-99 STUDENTS AND 1998-99 GRADUATES (CONTINUED)

Annual Unduplicated Count of 1998-1999 STCC Students by Division and Department (Continued)	All 1998-1999 Students			1998-1999 Graduates Only				
	Total # of STCC Majors	#	Transferred to UTPA in Fall 1999	%	Total # of STCC Graduates	#	Transferred to UTPA in Fall 1999	%
Nursing & Allied Health Division								
* Associate Degree Nursing	280	9	3%					
* Emergency Medical Technology	171	9	5%					
* Health Information Technology	66	2	3%					
* Health Unit Coordination	55	1	2%					
* Medical Information	167	4	2%					
* Occupational Therapy Assisting	317	41	13%					
* Patient Care	144	1	1%					
* Physical Therapist Assistant	330	18	5%					
* Radiologic Technology	377	14	4%					
* Vocational Nursing	778	26	3%					
Nursing & Allied Health Subtotal	2,685	125	5%		199	0		0%
Technology Division								
* Automotive Technology	163	1	1%					
* Computer Aided Drafting & Design	202	4	2%					
* Electronic Equipment & Computer Maintenance	259	6	2%					
* Heating, Ventilation & Air Conditioning Technology	166	2	1%					
* Heavy Equipment & Transportation Technology	33							
* Precision Manufacturing Technology	62	1	2%					
Technology Division Subtotal	885	14	2%		70	1		1%
Undeclared Majors	2,814	640	23%		N/A	N/A		N/A
Academic Majors Only	8,386	1,612	19%		115	65		57%
* Technical Majors Only	5,902	248	4%		394	2		1%
STCC Grand Total	14,288	1,860	13%		509	67		13%

Notes: Technical programs that are not designed to prepare students for transfer are preceded by an asterisk and are included here for informational purposes only. To unduplicate students, each student was counted under the last major they had declared prior to leaving STCC. The Graduate Only columns represent a subset of the total headcount columns.

The all students columns represent the total enrollment of STCC rather than just the leavers. By using the total enrollment, transfer activity can be compared to the total potential number of transferring students. Other state transfer measures use solely the number of students leaving the institution that then transfer to another institution.

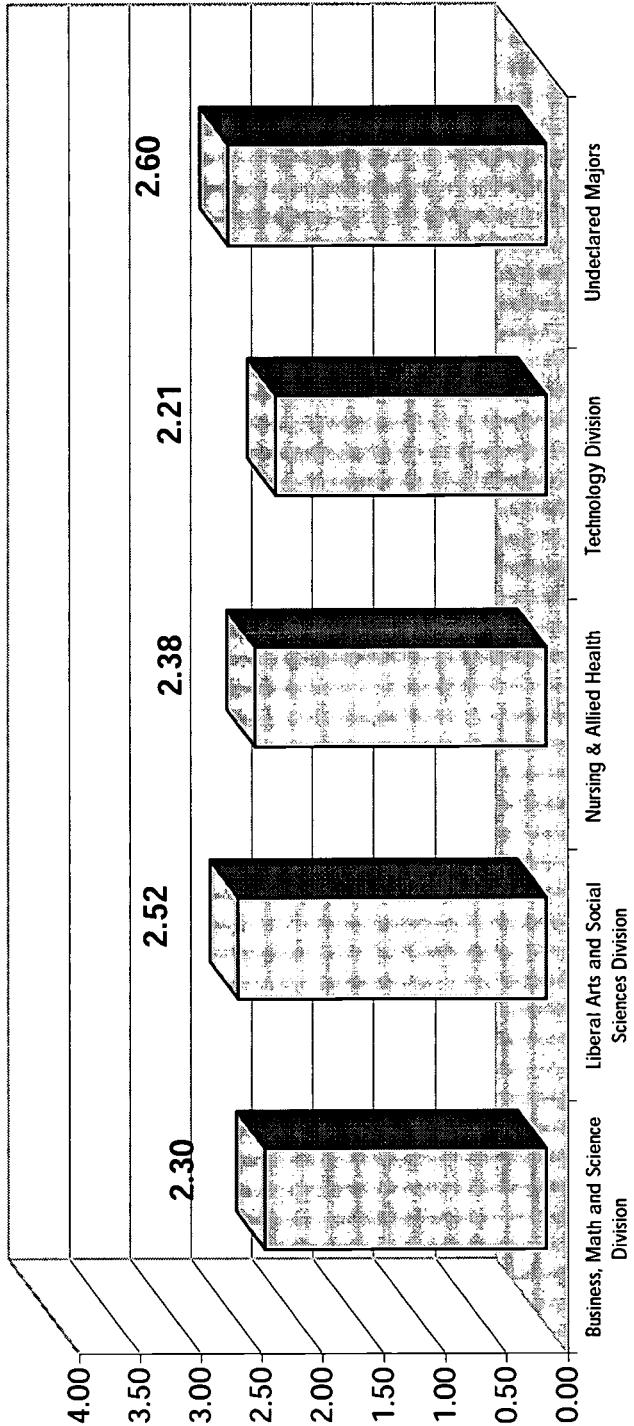
ACADEMIC PERFORMANCE OF STCC STUDENTS AFTER TRANSFER

Annual Unduplicated Count of 1998-99 STCC Students by Division

STCC Division	Total Annual Unduplicated Count of STCC Majors	Transferred to UTPA in Fall 1999 #	Average Term GPA at UTPA in Fall 1999 %
Business, Math and Science Division	3,248	346	11%
Liberal Arts and Social Sciences Division	4,656	735	16%
Nursing & Allied Health	2,685	125	5%
Technology Division	885	14	2%
Undeclared Majors	2,814	640	23%
STCC Grand Total Annual Unduplicated	14,288	1,860	13%
			2.50

*To unduplicate majors, a student was counted as the last major they had declared prior to leaving STCC.

STCC Student's Average Term GPA at UTPA Fall 1999



SECTION V **Employment**

Title	Page Number
Graduates Employed in Field of Study	66
Salaries of Graduates	67
Employer Satisfaction with STCC Graduates	68
Student Satisfaction with Preparation for Work in Field	69

Various detailed reports on graduates and their outcomes can be found online at <http://www.stcc.cc.tx.us/~research/reports/reports.htm>.

GRADUATES EMPLOYED IN FIELD OF STUDY

Target: 85% will be employed in field, continuing their education or not seeking employment within 1 year of graduation

Successful Outcomes = Continuing Education, Employed In Field, or Not Seeking Employment*

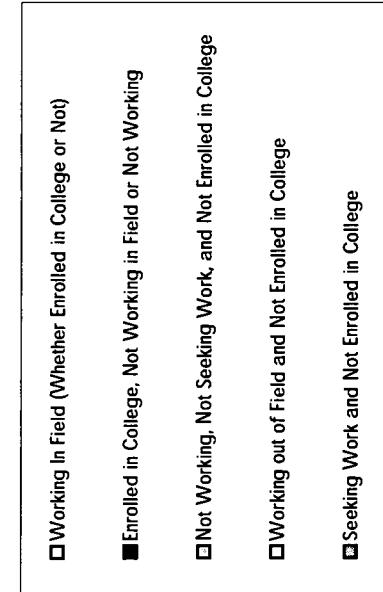
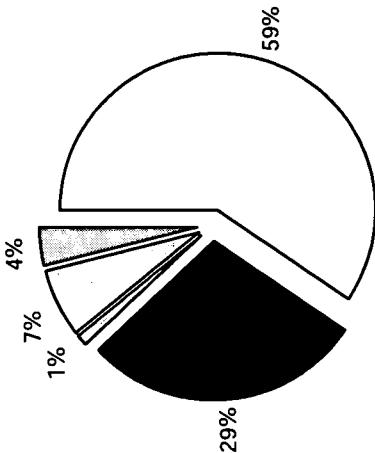
Not Successful Outcomes = Not Continuing Education, Not Employed In Field, or Seeking Employment**

Division	Successful Outcomes		Not Successful Outcomes %**	Total Count
	Count	%		
Business, Mathematics and Science	46	85%	8	54
Liberal Arts and Social Sciences	40	98%	1	41
Nursing and Allied Health	43	84%	8	51
Technology	21	95%	1	22
Total	150	89%	18	168

Note: The THECB Standard of 85% differs from the above institutional target in that successful outcomes include those graduates who are employed *outside* of their field as well as those employed *in* their field. STCC has achieved 96% successful outcomes according to this standard.

* Based on results from 2000 Graduate Follow-Up Survey

** Percentages based on small numbers, such as these, can show large changes from measurement to measurement. A single outcome has a large impact.



SALARIES OF GRADUATES

Program	STCC Graduates				Local Area Median Hourly**	% Difference	Job Title
	#	Minimum Hourly	Maximum Hourly	Median Hourly*			
Accounting, Certificate & A.A.S.	7	\$5.15	\$9.92	\$7.81	\$8.33	- 6%	Bookkeeping, Accounting, Audit Clerks
Business Administration, A.A.	6	\$5.15	\$18.00	\$9.34	***	Unable to Determine	
Heating, Ventilation & Air Conditioning, Certificate & A.A.S.	7	\$5.15	\$11.50	\$6.75	\$8.40	- 20%	Heat, A/C, Refrigeration Mechanics
Medical Transcriptionist, Certificate	5	\$5.63	\$10.63	\$8.00	***	Unable to Determine	
Patient Care Assistant, Certificate	3	\$5.37	\$6.50	\$5.75	\$6.01	- 4%	Nursing Aides & Orderlies
Precision Manufacturing, Certificate & A.A.S.	4	\$7.82	\$14.00	\$10.00	***	Unable to Determine	
Radiologic Technology, A.A.S.	5	\$12.78	\$14.50	\$14.00	\$13.72	+ 2%	Radiologic Technologists
Secretary Science, Certificate	4	\$6.15	\$11.00	\$7.25	\$8.42	- 14%	Secretaries
Vocational Nursing, Certificate	14	\$10.00	\$12.50	\$10.71	\$14.24	- 25%	Licensed Vocational/Practical Nurses
Word Processing Clerk, Certificate	6	\$5.50	\$7.80	\$6.16	\$9.03	- 32%	Word Processors and Typists

Note: Hourly salaries calculated from hourly, weekly, monthly, and annual figures.

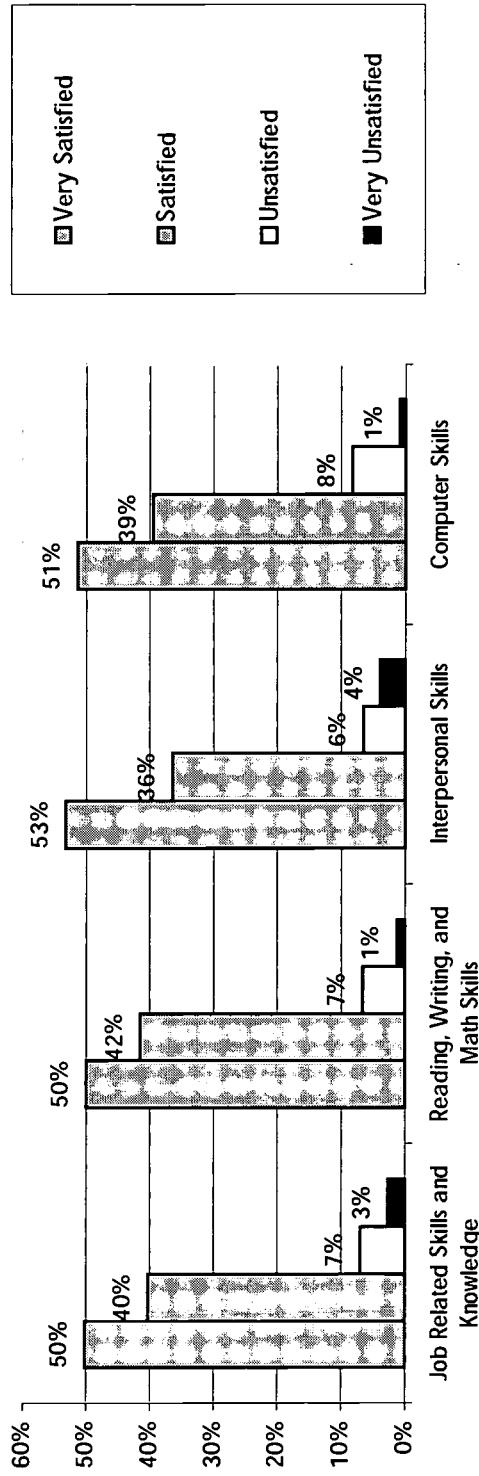
* Based on responses to the 2000 Graduate Follow-up Study. To avoid identification of individuals, only categories with 3 or more respondents are reported.

**Based on Texas Workforce Commission 1998-1999 Wage Data for the McAllen-Edinburg-Mission Metropolitan Statistical Area; this includes all workers not just entry-level employees.

***Due to the diversity of jobs available to graduates and job titles in wage reports, this figure cannot be determined.

EMPLOYER SATISFACTION WITH STCC GRADUATES

Area of Employer Rating	Very Satisfied		Satisfied		Unsatisfied		Very Unsatisfied		Total*		Not Applicable**
	Count	%	Count	%	Count	%	Count	%	Count	%	
Job Related Skills and Knowledge	116	50%	93	40%	16	7%	6	3%	231	19	
Reading, Writing, and Math Skills	53	50%	44	42%	7	7%	2	1%	106	17	
Interpersonal Skills	41	53%	28	36%	5	6%	3	4%	77	5	
Computer Skills	56	51%	43	39%	9	8%	1	1%	109	96	
TOTAL	266	51%	208	40%	37	7%	12	2%	523	137	



*Totals vary because response categories are combinations of differing numbers of survey items. Totals may not appear to sum correctly due to rounding.

** Responses marked "Not Applicable" were not included in calculating the percent of total figures; however they are displayed for informational purposes.

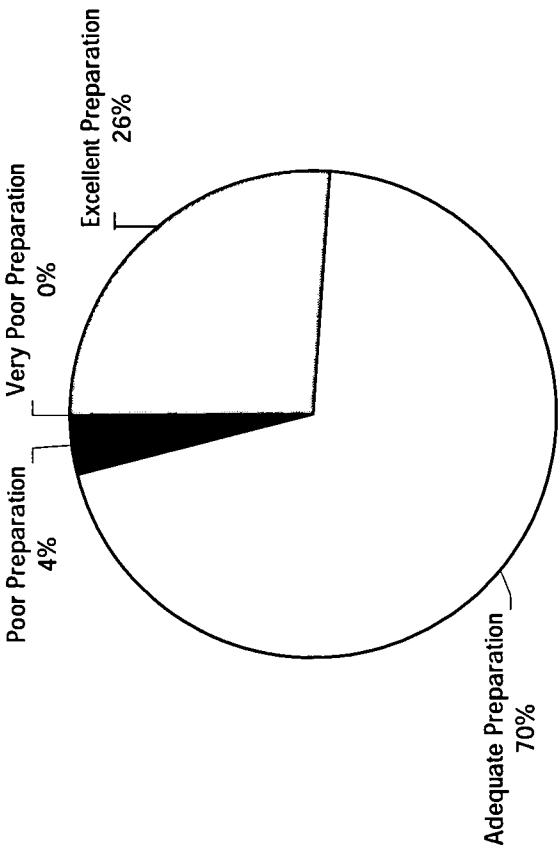
Source: 2000 Graduate Follow-Up Study, Office of Institutional Research and Effectiveness

STUDENT SATISFACTION WITH PREPARATION FOR WORK IN FIELD

Student Satisfaction: High Levels of Satisfaction with Training Preparing Them for Work in Field

Question: Considering your current or most recent position, how well did your major program help you in developing the following:					
Graduate Response for:	Critical Thinking Skills	Problem Solving Skills	Entry-Level Job Skills	Count	%
Excellent	52	40%	51	40%	52
Adequate	70	54%	68	53%	71
Poor	4	3%	5	4%	1
Very Poor	0	0	0	0	1%
Missing	3	2%	5	4%	5
					4%

Graduate's overall perception of how well STCC prepared them for their current or most recent job.*



* Based on 2000 Graduate Follow-up Study.

SECTION VI Student Development

Title	Page Number
Student Suspension or Probation Status Change	71
Fall to Fall Student Retention	72

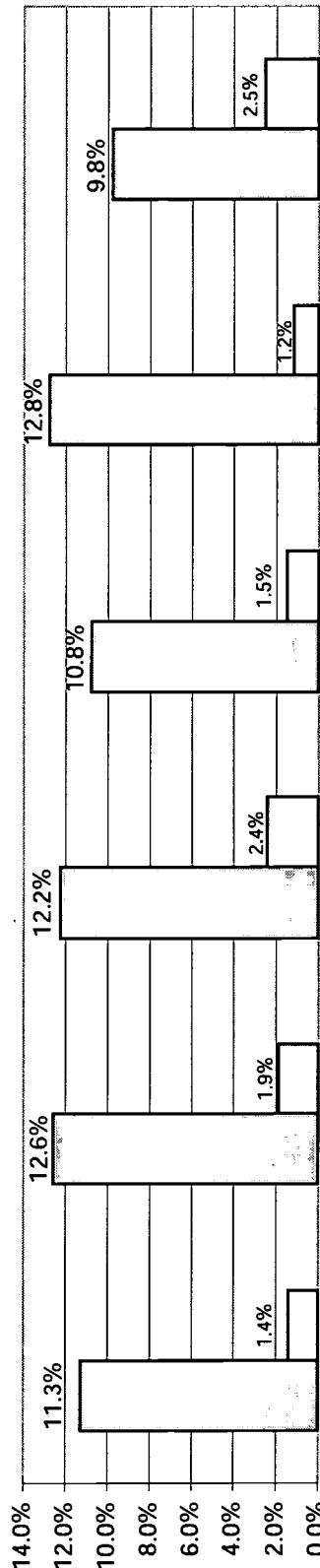
Detailed information on student retention can be found online at <http://www.stcc.cc.tx.us/~research/reports/studflow/studflow.html>.

STUDENT SUSPENSION OR PROBATION STATUS CHANGES

Student Status	1997-1998			1998-1999			1999-2000			
	Fall	% of Total	Spring	% of Total	Fall	% of Total	Spring	% of Total	Fall	% of Total
Changes from Prior Term										
Placed on Suspension/Probation	774	11.3%	969	12.6%	1,157	12.2%	1,062	10.8%	1,327	12.8%
Removed from Suspension/Probation	95	1.4%	145	1.9%	228	2.4%	147	1.5%	121	1.2%
Total STCC Headcount	6,857		7,712		9,453		9,855		10,381	
										10,210

Note: Students placed on suspension were not on suspension at the end of the prior term. Students removed from suspension were on suspension at the end of the prior term.

Percent of STCC Students Placed on or Removed from Suspension or Probation since Prior Term
(Fall & Spring Terms)



Placed on Suspension/Probation Removed from Suspension/Probation

FALL TO FALL STUDENT RETENTION

Term	Status of Cohort by Term	Fall 1995 FTIC Cohort		Fall 1996 FTIC Cohort		Fall 1997 FTIC Cohort		Fall 1998 FTIC Cohort		Fall 1999 FTIC Cohort	
		Total	Total								
First Fall	Initial First-Time in College Cohort	714	1,180	1,441	2,023	2,247					
First Spring	Not Enrolled	220	31%	299	25%	386	27%	431	21%	504	22%
	Continued Enrollment (% Retained)	477	67%	850	72%	1,038	72%	1,557	77%	1,704	76%
	Cumulative Transfers (% Transferred)	12	2%	21	2%	12	1%	21	1%	31	1%
	Cumulative Graduates (% Graduated)	5	1%	10	1%	5	0%	14	1%	10	0%
	Cum. Graduates or Transfers (%)	17	2%	31	3%	17	1%	35	2%	41	2%
	Retained/Graduate/Transfer Combined (%)	494	69%	881	75%	1,055	73%	1,592	79%	1,745	78%
Second Fall	Not Enrolled	372	52%	592	50%	603	42%	902	45%	1,052	47%
	Continued Enrollment (% Retained)	288	40%	504	43%	779	54%	988	49%	1,020	45%
	Cumulative Transfers (% Transferred)	29	4%	44	4%	39	3%	94	5%	163	7%
	Cumulative Graduates (% Graduated)	25	4%	40	3%	20	1%	39	2%	14	1%
	Cum. Graduates or Transfers	54	8%	84	7%	59	4%	133	7%	177	8%
	Retained/Graduate/Transfer Combined (%)	342	48%	588	50%	838	58%	1,121	55%	1,197	53%
Second Spring	Not Enrolled	395	55%	627	53%	699	49%	1,020	50%		
	Continued Enrollment (% Retained)	230	32%	451	38%	642	45%	799	39%		
	Cumulative Transfers (% Transferred)	34	5%	52	4%	54	4%	108	5%		
	Cumulative Graduates (% Graduated)	55	8%	50	4%	46	3%	96	5%		
	Cum. Graduates or Transfers (%)	89	12%	102	9%	100	7%	204	10%		
	Retained/Graduate/Transfer Combined (%)	319	45%	553	47%	742	51%	1,003	50%		
Third Fall	Not Enrolled	434	61%	681	58%	771	54%	1,151	57%		
	Continued Enrollment (% Retained)	160	22%	359	30%	472	33%	616	30%		
	Cumulative Transfers (% Transferred)	53	7%	77	7%	102	7%	148	7%		
	Cumulative Graduates (% Graduated)	67	9%	63	5%	96	7%	108	5%		
	Cum. Graduates or Transfers	120	17%	140	12%	198	14%	256	13%		
	Retained/Graduate/Transfer Combined (%)	280	39%	499	42%	670	46%	872	43%		

Note: Additional information can be found at the STCC Office of Institutional Research and Effectiveness web site at
<http://www.stcc.cc.tx.us/~research/reports/studflow/studflow.html>

SECTION VII

TASP Passage Rate

Title	Page Number
TASP Passage Rate	74

TASP PASSAGE RATE

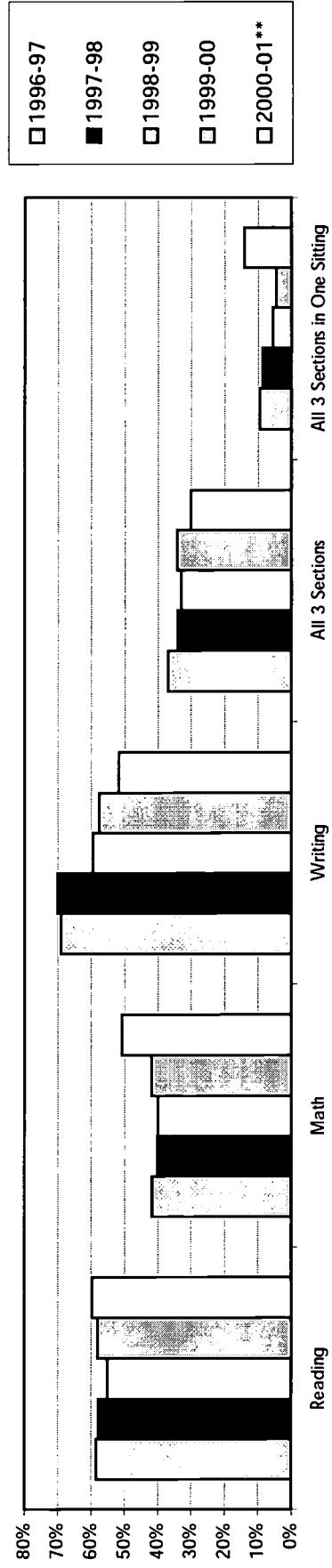
TASP Pass Rates for STCC Students

Academic Year	Unduplicated Examinees	Reading		Math		Writing		All 3 Sections		All 3 Sections in One Sitting		
		Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempted	Passed	Attempted	Passed	
1996-97	2,511	1,095	58.5%	2,086	869	41.7%	1,708	1,178	69.0%	2,511	927	36.9%
1997-98	3,694	2,782	75.8%	3,130	1,257	40.2%	2,513	1,762	70.1%	3,694	1,259	34.1%
1998-99	3,941	2,732	55.1%	3,140	1,257	40.0%	2,250	1,338	59.5%	3,941	1,305	33.1%
1999-00	3,433	2,223	58.1%	2,763	1,159	41.9%	1,889	1,087	57.5%	3,433	1,179	34.3%
2000-01**	249	178	59.6%	197	100	50.8%	151	78	51.7%	249	75	30.1%
Totals	13,828	9,786	56.05	11,316	4,642	41.0%	8,511	5,443	64.0%	13,828	4,745	34.3%
												13,828
												974
												7.0%

Passing percentages for subject areas are calculated only for those attempting that portion, while the passing percentage for all sections is based on the total number of unduplicated examinees.

** 2000 to 2001 figures include testing through November 2000.

Percentage of Examinees Passing TASP Sections



SECTION VIII

Academic Progress of All Students

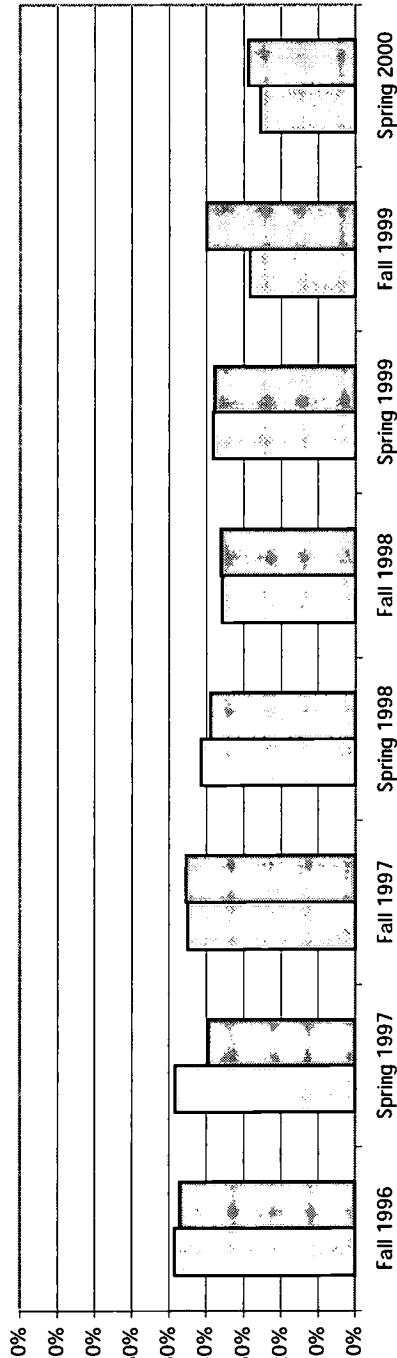
Title	Page Number
Academic Success after Developmental Studies in Math	76
Academic Success after Developmental Studies in Reading	77
Academic Success after Developmental Studies in English	78
STCC Graduate Comparison With vs. Without Developmental History	79
Comparison of Completion Rates for Fall 1996 Cohort Development vs. Non-Development Students	80
Student Pass Rates in Developmental Courses	81

ACADEMIC SUCCESS AFTER DEVELOPMENTAL STUDIES IN MATH

Comparison of Developmental and Non-Developmental Student Passing Rates in College Algebra (MATH1314) by Term

Students Enrolled in MATH1314 by Term	Total Enrolled	Students with Developmental Math						Students with No Developmental Math					
		Number Enrolled	Passed	#	Failed	#	Withdraw	%	Number Enrolled	Passed	#	Failed	%
Fall 1996	651	196	95	48%	42	21%	59	30%	455	214	47%	122	27%
Spring 1997	661	238	115	48%	52	22%	71	30%	423	167	39%	123	29%
Summer I 1997	329	97	55	57%	17	18%	25	26%	232	166	72%	30	13%
Summer II 1997	181	47	28	60%	9	19%	10	21%	134	85	63%	18	13%
Fall 1997	742	289	130	45%	60	21%	99	34%	453	206	45%	134	30%
Spring 1998	753	329	136	41%	74	22%	119	36%	424	165	39%	129	30%
Summer I 1998	417	159	72	45%	35	22%	52	33%	258	129	50%	63	24%
Summer II 1998	191	69	38	55%	18	26%	13	19%	122	79	65%	26	21%
Fall 1998	1,110	464	165	36%	108	23%	191	41%	646	233	36%	184	28%
Spring 1999	1,162	511	195	38%	133	26%	183	36%	651	245	38%	197	30%
Summer I 1999	386	162	64	40%	38	23%	60	37%	224	108	48%	47	21%
Summer II 1999	317	119	71	60%	27	23%	21	18%	198	131	66%	33	17%
Fall 1999	1,097	437	124	28%	136	31%	177	41%	660	263	40%	199	30%
Spring 2000	986	441	112	25%	157	36%	172	39%	545	157	29%	210	39%
Summer I 2000	387	178	54	30%	62	35%	62	35%	209	89	43%	61	29%
Summer II 2000	265	116	46	40%	36	31%	34	29%	149	71	48%	42	28%

Pass Rates of Students Enrolled in MATH1314 Based on Developmental Math History



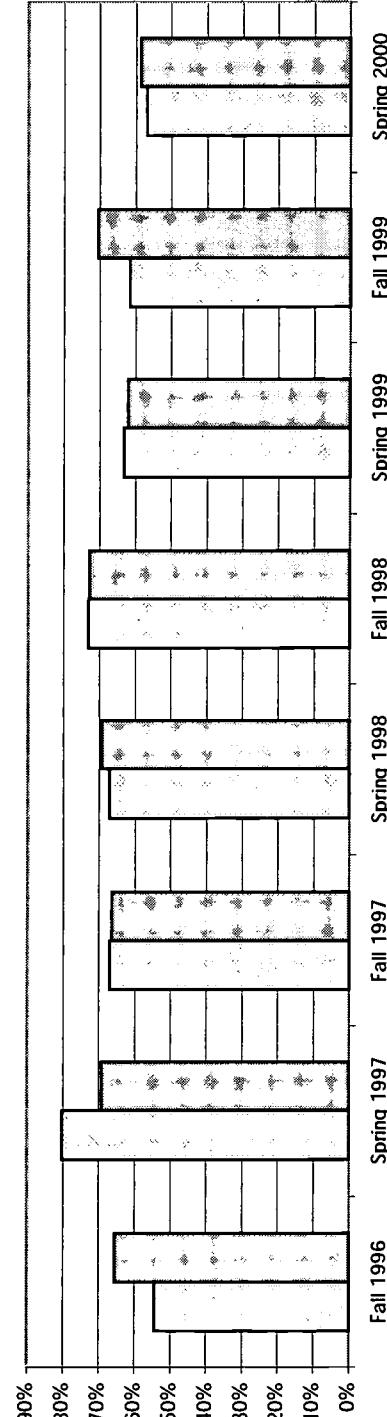
ACADEMIC PROGRESS OF ALL STUDENTS

ACADEMIC SUCCESS AFTER DEVELOPMENTAL STUDIES IN READING

Comparison of Developmental and Non-Developmental Student Passing Rates in College English (ENGL1301) by Term

Students Enrolled in ENGL1301 by Term	Total Enrolled	Students with Developmental Reading						Students with No Developmental Reading							
		Number Enrolled	Passed #	Passed %	Failed #	Failed %	Withdraw #	Withdraw %	Number Enrolled	Passed #	Passed %	Failed #	Failed %	Withdraw #	Withdraw %
Fall 1996	472	46	25	54%	12	26%	9	20%	426	279	65%	69	16%	78	18%
Spring 1997	506	61	49	80%	3	5%	9	15%	445	308	69%	65	15%	72	16%
Summer I 1997	256	34	25	74%	4	12%	5	15%	222	180	81%	23	10%	19	9%
Summer II 1997	100	19	14	74%	0	0%	5	26%	81	70	86%	9	11%	2	2%
Fall 1997	574	91	61	67%	21	23%	9	10%	483	321	66%	95	20%	67	14%
Spring 1998	746	131	88	67%	20	15%	23	18%	615	426	69%	100	16%	89	14%
Summer I 1998	260	57	39	68%	9	16%	9	16%	203	158	78%	18	9%	27	13%
Summer II 1998	157	25	14	56%	9	36%	2	8%	132	102	77%	19	14%	11	8%
Fall 1998	1,228	200	146	73%	26	13%	28	14%	1,028	748	73%	168	16%	112	11%
Spring 1999	1,041	207	131	63%	35	17%	41	20%	834	518	62%	159	19%	157	19%
Summer I 1999	256	52	31	60%	13	25%	8	15%	204	148	73%	38	19%	18	9%
Summer II 1999	161	25	20	80%	2	8%	3	12%	136	107	79%	10	7%	19	14%
Fall 1999	1,523	224	138	62%	54	24%	32	14%	1,299	916	71%	223	17%	160	12%
Spring 2000	1,340	232	132	57%	58	25%	42	18%	1,108	650	59%	280	25%	178	16%
Summer I 2000	267	46	35	76%	7	15%	4	9%	221	178	81%	27	12%	16	7%
Summer II 2000	163	25	21	84%	3	12%	1	4%	138	106	77%	16	12%	16	12%

Pass Rates of Students Enrolled in ENGL1301 Based on Developmental Reading History

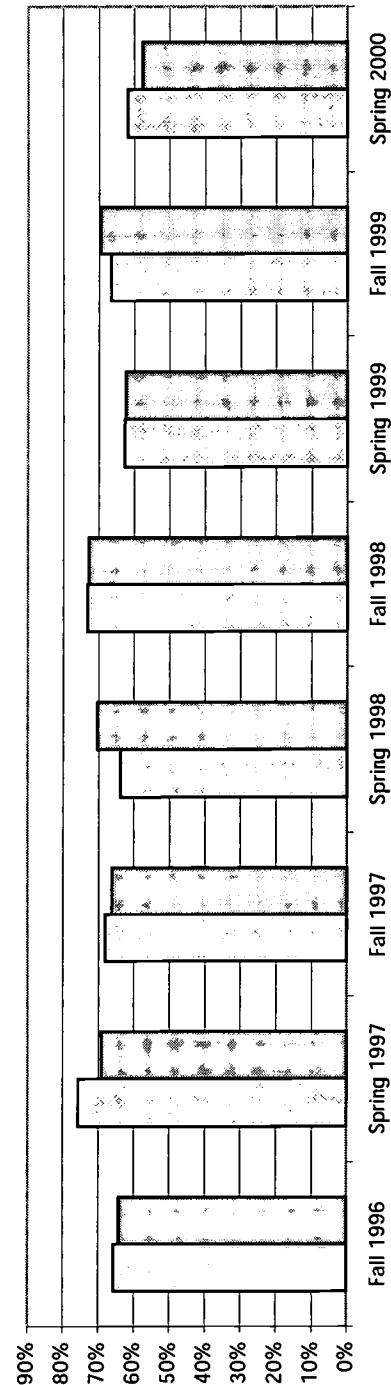


ACADEMIC SUCCESS AFTER DEVELOPMENTAL STUDIES IN ENGLISH

Comparison of Developmental and Non-Developmental Student Passing Rates in College English (ENGL1301) by Term

Students Enrolled in ENGL1301 by Term	Total Enrolled	Students with Developmental English						Students with No Developmental English							
		Number Enrolled	Passed #	Passed %	Failed #	Failed %	Withdraw #	Withdraw %	Number Enrolled	Passed #	Passed %	Failed #	Failed %	Withdraw #	Withdraw %
Fall 1996	472	67	44	66%	14	21%	9	13%	405	260	64%	67	17%	78	19%
Spring 1997	506	103	78	76%	7	7%	18	17%	403	279	69%	61	15%	63	16%
Summer I 1997	256	48	32	67%	7	15%	9	19%	208	173	83%	20	10%	15	7%
Summer II 1997	100	19	16	84%	1	5%	2	11%	81	68	84%	8	10%	5	6%
Fall 1997	574	116	79	68%	19	16%	18	16%	458	303	66%	97	21%	58	13%
Spring 1998	746	166	106	64%	30	18%	30	18%	580	408	70%	90	16%	82	14%
Summer I 1998	260	67	50	75%	8	12%	9	13%	193	147	76%	19	10%	27	14%
Summer II 1998	157	41	30	73%	5	12%	6	15%	116	86	74%	23	20%	7	6%
Fall 1998	1,228	238	174	73%	35	15%	29	12%	990	720	73%	159	16%	111	11%
Spring 1999	1,042	182	114	63%	33	18%	35	19%	860	536	62%	161	19%	163	19%
Summer I 1999	256	56	38	68%	7	13%	11	20%	200	141	71%	44	22%	15	8%
Summer II 1999	161	28	23	82%	2	7%	3	11%	133	104	78%	10	8%	19	14%
Fall 1999	1,523	221	147	67%	35	16%	39	18%	1,302	907	70%	242	19%	153	12%
Spring 2000	1,340	249	154	62%	56	22%	39	16%	1,091	628	58%	282	26%	181	17%
Summer I 2000	267	70	54	77%	10	14%	6	9%	197	159	81%	24	12%	14	7%
Summer II 2000	163	25	20	80%	4	16%	1	4%	138	107	78%	15	11%	16	12%

Pass Rates of Students Enrolled in ENGL1301 Based on Developmental English History

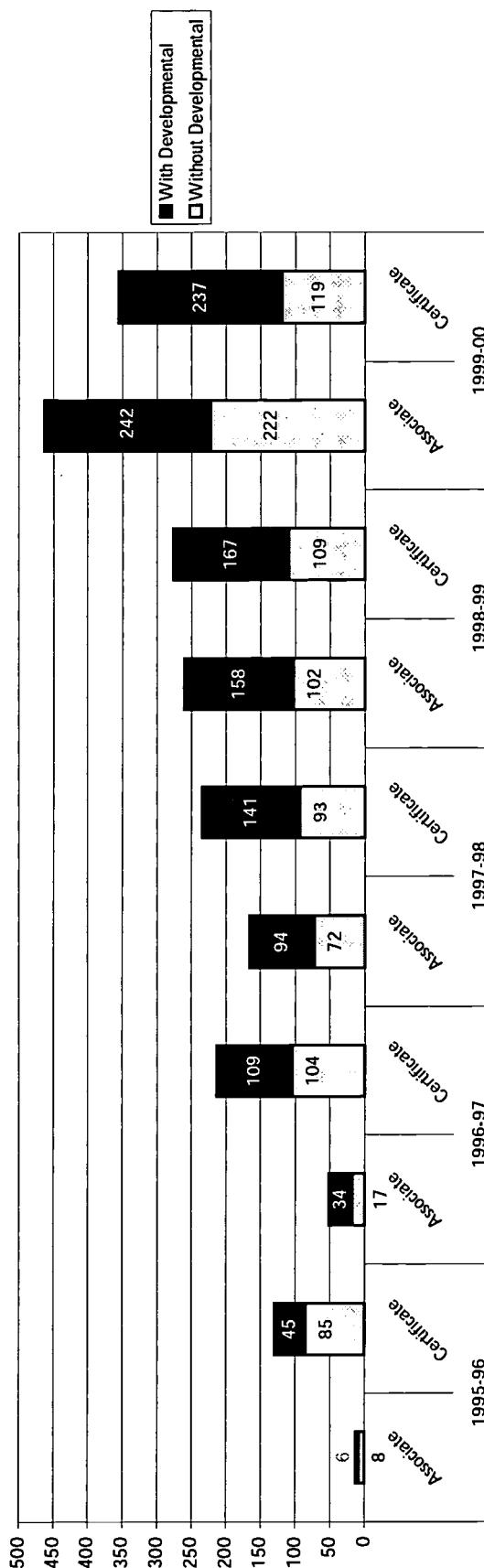


ACADEMIC PROGRESS OF ALL STUDENTS

ACADEMIC SUCCESS AFTER DEVELOPMENTAL STUDIES

STCC Graduate Comparison With vs Without Developmental History							
Academic Year	Degree Level	No Developmental Studies			Took Developmental Studies		Total STCC Graduates
		#	%	#	%		
1995-96	Associate	8	57%	6	43%	14	
	Certificate	85	65%	45	35%	130	
1996-97	Associate	17	33%	34	67%	51	
	Certificate	104	49%	109	51%	213	
1997-98	Associate	72	43%	94	57%	166	
	Certificate	93	40%	141	60%	234	
1998-99	Associate	102	39%	158	61%	260	
	Certificate	109	39%	167	61%	276	
1999-00	Associate	222	48%	242	52%	464	
	Certificate	119	33%	237	67%	356	
Total Graduates		931	43%	1233	57%	2,164	

Graduates With Developmental Studies vs Graduates Without Developmental Studies



**COMPARISON OF COMPLETION RATES FOR FALL 1996 COHORT
DEVELOPMENTAL VS NON-DEVELOPMENTAL STUDENTS**

**Comparison of Completion Rates of First-Time in College Freshmen Cohorts
Developmental vs. Non-Developmental Students**

Fall 1996 First-Time in College Freshmen Cohort by Degree/Certificate Completion through August 1999 (3 years)	Took Developmental Courses #	Took Developmental Courses %	Did Not Take Developmental Courses #	Did Not Take Developmental Courses %	Total #	Total %
Fall 1996 FTIC Freshmen Cohort	992		188		1,180	
Completed Associate Degree	30	3.0%	7	3.7%	37	3.1%
Completed Certificate	52	5.2%	25	13.3%	77	6.5%
Completed Either Associate Degree or Certificate	77	7.8%	30	16.0%	107	9.1%

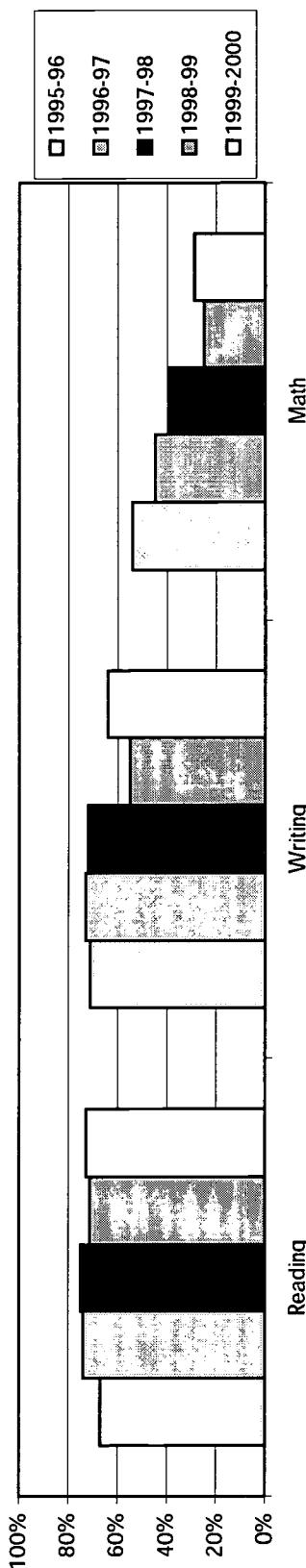
Fall 1997 First-Time in College Freshmen Cohort by Degree/Certificate Completion through August 2000 (3 years)	Took Developmental Courses #	Took Developmental Courses %	Did Not Take Developmental Courses #	Did Not Take Developmental Courses %	Total #	Total %
Fall 1997 FTIC Freshmen Cohort	1,214		217		1,431	
Completed Associate Degree	39	3.2%	30	13.8%	69	4.8%
Completed Certificate	72	5.9%	13	6.0%	85	5.9%
Completed Either Associate Degree or Certificate	111	9.1%	43	19.8%	154	10.8%

ACADEMIC PROGRESS OF ALL STUDENTS

STUDENT PASS RATES IN DEVELOPMENTAL COURSES

Academic Year	1995-96			1996-97			1997-98			1998-99			1999-2000			
	# Sec.	# Enrl.	% Pass	# Sec.	# Enrl.	% Pass	# Sec.	# Enrl.	% Pass	# Sec.	# Enrl.	% Pass	# Sec.	# Enrl.	% Pass	
Reading	0070	23	344	70%	28	412	72%	25	366	52%	96	670	71%	124	759	68%
	0080	19	250	73%	27	429	69%	30	525	76%	96	423	72%	123	525	73%
	0090	19	277	58%	30	447	77%	37	629	75%	84	242	75%	124	569	79%
	070L										75	596	75%			
	080L										73	395	81%			
	Subtotal										69	200	78%			
Writing	0071	29	498	70%	44	731	72%	43	812	71%	47	823	60%	75	1,137	61%
	0081	24	397	74%	39	611	75%	40	769	75%	39	621	68%	55	631	65%
	0091	21	286	68%	28	421	71%	37	537	69%	26	304	75%	36	280	72%
	071L										20	414	57%			
	081L										15	264	60%			
	Subtotal										7	114	58%			
Math	0080	58	1,333	68%	81	1,869	60%	100	2,435	54%	87	2,047	44%	102	2,244	39%
	0085	59	1,355	43%	81	2,091	39%	98	2,406	34%	99	2,542	20%	107	2,570	28%
	0090	34	651	48%	51	1,258	32%	71	1,884	27%	82	2,188	23%	112	2,507	20%
	080L										87	1,697	36%			
	085L										100	2,039	23%			
	Subtotal										90	1,723	27%			
Total Duplicated Enrollments in Developmental Education		286	5,391	409	8,269		481	10,363		269	6,725	39%	545	12,236	25%	
											1,192	17,302		858	11,222	29%

Developmental Studies Pass Rates



SECTION IX

Stakeholder Satisfaction

Title	Page Number
Student Satisfaction with College Functions	83
Faculty Satisfaction with College Functions	84
Non-Classroom Instructional Facilities	86

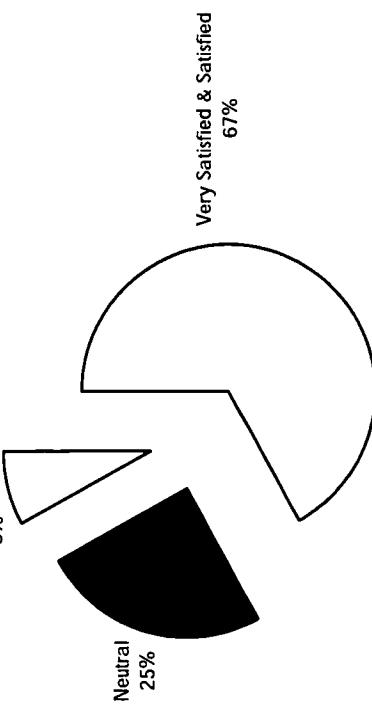
Additional information on student satisfaction can be found online at <http://www.stcc.cc.tx.us/~research/reports/pdfs/ACTSOS00.PDF>.

STUDENT SATISFACTION WITH COLLEGE FUNCTIONS

Student Satisfaction with College Functions*

Functional Area in Question	Very Satisfied Count	Very Satisfied % Count	Satisfied Count	Satisfied % Count	Neutral Count	Neutral % Count	Unsatisfied Count	Unsatisfied % Count	Very Unsatisfied Count	Very Unsatisfied % Count	Total Count
Facilities	816	18%	2,025	45%	1,219	27%	288	6%	171	4%	4,519
Admissions and Registration	1,204	20%	2,881	47%	1,422	23%	371	6%	249	4%	6,127
Instructional Programs	1,711	24%	3,784	54%	1,183	17%	260	4%	70	1%	7,008
Instructional Support	521	29%	748	42%	378	21%	84	5%	47	3%	1,778
Student Support Services	933	19%	1,647	34%	1,613	33%	338	7%	284	6%	4,815
Rules and Policies	751	21%	1,503	42%	1,020	29%	181	5%	117	3%	3,572
Total	5,936	21%	12,588	45%	6,835	25%	1,522	5%	938	3%	27,819

Overall Student Satisfaction*

Unsatisfied & Very Unsatisfied
8%

*Combined rating from multiple items on the Spring 2000 ACTSOS Survey
 Note: Totals may not equal 100% due to rounding.

FACULTY/STAFF SATISFACTION WITH COLLEGE FUNCTIONS

	EMPLOYEE SATISFACTION WITH STCC SERVICES, PROGRAMS AND ACTIVITIES						Professional/ Technical Staff	Classified Staff
	All College Employees	Faculty	Division Directors	Administrators	Professional/ Technical Staff	Classified Staff		
Payroll Services	3.90	3.89	3.83	4.08	4.04	3.92		
Relationship with Community	3.59	3.45	3.17	3.83	3.60	3.73		
Instructional Media	3.31	3.19	2.83	3.33	3.34	3.52		
Developmental Education	3.38	3.34	3.33	3.50	3.28	3.43		
Business Office Services	3.21	3.31	2.50	2.92	2.88	3.15		
Library and LRC	2.76	2.57	2.67	3.00	2.91	3.20		
Maintenance & Custodial Services	3.25	3.32	2.00	3.08	3.02	3.31		
Continuing Education Programs	3.32	3.23	3.00	3.45	3.20	3.49		
Financial Aid Services	3.46	3.40	3.80	3.80	3.54	3.57		
Affirmative Action	3.45	3.38	3.67	3.80	3.46	3.64		
Computer Systems & Services	3.46	3.48	3.67	3.17	3.35	3.54		
Security	3.30	3.40	3.00	3.25	3.14	3.40		
Marketing & Public Relations	3.36	3.21	2.80	3.08	3.72	3.52		
Research & Planning	3.19	3.04	3.17	3.33	3.32	3.46		
Admissions & Registration Services	2.98	2.92	2.67	3.67	2.88	3.06		
Student Activities	3.01	3.00	2.67	2.50	2.92	3.27		
Curriculum Planning, Design & Coordination	3.23	3.14	3.33	3.50	3.37	3.42		
Counseling & Advising Services	2.90	2.77	3.50	3.09	2.69	3.00		
Career Planning Services	3.11	3.05	2.50	3.00	2.87	3.33		
Human Resource Services	2.93	2.84	2.83	3.00	2.98	3.37		
Relations with Other Educational Institutions	3.18	3.03	3.00	3.17	3.23	3.37		
Food Services	2.86	2.91	2.50	3.18	2.50	3.07		
Budget Planning & Coordination	2.88	2.80	3.00	3.00	2.76	3.10		
New Employee Recruitment & Orientation	2.87	2.87	2.50	3.00	2.65	3.14		
Bookstore	3.22	3.17	3.00	2.80	3.40	3.49		
Interdepartmental Communication	2.64	2.60	2.67	2.50	2.38	2.80		
Faculty & Staff Parking	2.96	3.03	3.50	3.17	2.74	2.86		

5 = Excellent
4 = Very good and continually improving
3 = Good, still needs improvement
2 = Fair, much improvement needed
1 = Poor and inadequate

Source: Campus Quality Survey, Spring 2000

(CONTINUED ON NEXT PAGE)

FACULTY/STAFF SATISFACTION WITH COLLEGE FUNCTIONS (CONTINUED)

EMPLOYEE PERCEPTIONS AND SATISFACTION WITH STCC'S FUNCTIONS AND LEADERSHIP
 Comparisons of Perceptions of How Things "Ought to Be" with Perceptions of "How Things Are"

		Comparisons of Mean Scores by Group																				
		Employee Training & Recognition			Employee Empowerment & Teamwork			Measurement & Analysis			Strategic Quality Planning			Quality & Productivity Improvement			Quality Assurance			Student Focus		
		Should Be	Is Be	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	Should Be	Is	
All College Employees	4.59	3.24	4.56	3.08	4.56	3.33	4.52	3.31	4.51	3.31	4.50	3.35	4.49	3.40	4.48	3.23	4.49	3.40	4.48	3.23		
Faculty	4.58	3.14	4.56	3.07	4.55	3.26	4.52	3.23	4.53	3.18	4.49	3.31	4.48	3.33	4.47	3.29	4.48	3.33	4.47	3.29		
Division Directors	4.58	3.20	4.56	3.08	4.56	3.17	4.54	3.24	4.52	3.40	4.57	3.26	4.51	3.39	4.45	3.23	4.51	3.39	4.45	3.23		
Administrators	4.72	3.69	4.68	3.38	4.69	3.73	4.62	3.51	4.59	3.72	4.64	3.56	4.62	3.59	4.63	3.68	4.62	3.56	4.63	3.68		
Professional/Technical Staff	4.62	3.31	4.55	3.09	4.57	3.46	4.53	3.38	4.52	3.38	4.52	3.33	4.48	3.47	4.42	3.32	4.48	3.47	4.42	3.32		
Classified Staff	4.59	3.36	4.62	3.09	4.57	3.40	4.54	3.45	4.51	3.52	4.53	3.48	4.51	3.48	4.52	3.37	4.51	3.48	4.52	3.37		

5 = Strongly Agree

4 = Agree

3 = Uncertain

2 = Disagree

1 = Strongly Disagree

Overall Satisfaction with Employment		Faculty	Division Directors	Administration	Prof/Tech Staff	Classified Staff
Very Satisfied	30%	17%	42%	42%	42%	0%
Satisfied	39%	50%	42%	42%	42%	57%
Neutral	9%	17%	17%	17%	17%	32%
Somewhat Dissatisfied	11%	17%	0%	0%	0%	11%
Not at All Satisfied	10%	0%	0%	0%	0%	0%
Overall Satisfaction with Quality						
Excellent	22%	17%	10%	16%	16%	24%
Good	35%	17%	70%	53%	50%	50%
Average	29%	67%	20%	20%	21%	21%
Below Average	7%	0%	0%	11%	5%	5%
Inadequate	7%	0%	0%	0%	0%	0%

Source: Campus Quality Survey, Spring 2000. Percentages may not sum to 100% due to rounding.

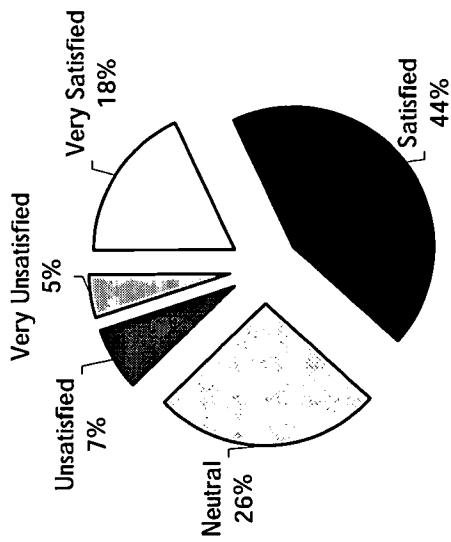
NON-CLASSROOM INSTRUCTIONAL FACILITIES

Student Satisfaction with Instructional Facilities other than Classrooms (labs, studios, etc)

Type of Facility	Very Satisfied Count	Very Satisfied % Count	Satisfied Count	Satisfied % Count	Neutral Count	Neutral % Count	Unsatisfied Count	Unsatisfied % Count	Very Unsatisfied Count	Very Unsatisfied % Count	Total
Library/Learning Resource Center Facilities and Services	106	23%	213	47%	86	19%	34	8%	16	4%	455
Parking Facilities and Services	93	16%	194	33%	112	19%	88	15%	95	16%	582
Industrial Arts/Shop Facilities (wood-working, mechanical, etc)	41	13%	109	33%	153	47%	17	5%	8	2%	328
Business-training Facilities/Equipment (computers, typewriters, etc.)	106	21%	234	46%	131	26%	29	6%	7	1%	507
Laboratory Facilities	72	16%	235	51%	124	27%	22	5%	11	2%	464
Athletic Facilities	22	7%	85	26%	149	46%	35	11%	35	11%	326
Study Areas	99	17%	280	48%	153	26%	36	6%	21	4%	589
Student Community Center/Student Union	50	11%	185	41%	183	40%	22	5%	15	3%	455
College Bookstore	124	21%	284	47%	104	17%	45	8%	45	8%	602
General Condition and Appearance of the Buildings and Grounds	177	29%	294	48%	106	17%	31	5%	11	2%	619
	890	18%	2113	43%	1301	26%	359	7%	264	5%	4927

Source: Spring 2000 ACTSOS Survey

Student Satisfaction With All Non-Classroom Instructional Facilities



SECTION X

Finance

Title	Page Number
Statement of Current Funds - FY 1996-1999	88
Budget and Actual: Unrestricted Funds FY 1999	90
Fund Balance	92
Expenditures and Revenues per FTE Student	93
Budget Allocations per NACUBO Comparative Statistics	94
State Benchmarks	95

Statement of Current Funds

Revenues, Expenditures and Other Changes for Fiscal Years 1996 through 1999

	FY 1996		% of Total		FY 1997		% of Total		FY 1998		% of Total		FY 1999		% of Total			
	State Appropriations - General Revenue	\$6,470,397	42.3%	\$6,527,454	23.1%	\$10,228,473	24.1%	\$10,913,780	19.5%	Tuition and Fees	\$4,714,447	30.8%	\$6,712,732	23.7%	\$10,156,316	24.0%	\$13,377,614	24.0%
Taxes for Current Operation			0.0%	\$7,450,612	26.3%	\$8,658,301	20.4%	\$9,318,770	16.7%	Federal Grants and Contracts	\$3,513,076	23.0%	\$6,415,125	22.7%	\$11,049,722	26.1%	\$19,275,855	34.5%
State Grants and Contracts				\$205,978	1.3%	\$411,228	1.5%	\$864,498	2.0%	Local Grants and Contracts	\$123,121	0.8%	\$131,985	0.5%	\$252,528	0.6%	\$221,462	0.4%
Private Gifts, Grants and Contracts				\$36,492	0.2%	\$170,233	0.6%	\$565,379	1.3%	Investment/Endowment Income	\$157,315	1.0%	\$224,182	0.8%	\$306,605	0.7%	\$550,154	1.0%
Sales and Service of Educational Activities				\$79,143	0.0%	\$131,405	0.5%	\$280,879	0.7%	Sales and Service of Auxiliary Enterprises								
Other Miscellaneous Income					0.0%	\$104,174	0.4%	\$14,196	0.0%									
Total Current Funds Revenues				\$15,299,969	100.0%	\$28,279,130	100.0%	\$42,376,897	100.0%									
EXPENDITURES AND MANDATORY TRANSFERS																		
Educational and General				FY 1996	% of Total	FY 1997	% of Total	FY 1998	% of Total	Instruction								
Research				\$5,224,676	35.2%	\$8,835,347	35.7%	\$12,166,997	35.4%	Public Service								
Academic Support				\$933,071	6.3%	\$2,090,252	8.4%	\$3,224,996	8.9%	Student Services	\$1,565,211	10.6%	\$1,627,510	6.6%	\$2,177,872	6.0%	\$1,794,028	3.7%
Institutional Support				\$2,988,137	20.1%	\$4,229,801	17.1%	\$5,186,086	14.3%	Operation and Maintenance of Plant	\$622,009	4.2%	\$1,297,559	5.2%	\$1,913,027	5.3%	\$6,046,532	12.4%
Scholarships and Fellowships				\$3,500,147	23.6%	\$6,363,953	25.7%	\$11,320,081	31.1%	Total Educational and General Expenditures	\$14,833,251	100.0%	\$24,781,839	100.0%	\$36,382,487	100.0%	\$48,865,649	100.0%

(Continued on next page)

Statement of Current Funds
Revenues, Expenditures and Other Changes for Fiscal Years 1996 through 1999 (Continued)

	FY 1996	FY 1997	FY 1998	FY 1999
Auxiliary Enterprise Expenditures	<u>\$119,138</u>	<u>\$148,506</u>	<u>\$186,011</u>	<u>\$214,603</u>
Mandatory Transfers for:				
TPEG to Restricted and Loan Funds	(\$15,913)	(\$33,255)	(\$67,026)	(\$19,168)
SEOG Matching to Restricted				
FWS Matching to Restricted				
Principal and Interest				
Retirement of Indebtedness				(\$119,969)
Total Expenditures and Mandatory Transfers	<u>\$14,968,302</u>	<u>\$24,963,600</u>	<u>\$36,635,524</u>	<u>\$49,219,389</u>
Other Transfers and Additions/(Deductions):				
Non-Mandatory Transfers	(\$264,443)	(\$2,500,000)	(\$3,000,000)	(\$4,836,290)
Excess of Restricted Receipts Over				
Transfer to Revenues				\$10,146
Excess of TPEG Transfer Over Grant Award	\$15,913	\$13,365	\$37,976	\$26,954
Indirect Cost Recovered	(\$13,309)	(\$21,554)	(\$31,467)	(\$60,708)
Refunded to Grantors				
Net Increase in Fund Balances	<u>\$69,828</u>	<u><u>\$807,341</u></u>	<u><u>\$2,747,882</u></u>	<u><u>\$1,752,551</u></u>

Source: Annual Financial Reports, Business Office
TPEG = Texas Public Education Grant, SEOG = Supplemental Educational Opportunity Grant, FWS = Federal Work Study

**Budget and Actual
Revenues, Expenditures, and Changes in Fund Balance
Unrestricted Funds Fiscal Year 1999**

	Budget	Actual	Favorable (Unfavorable) Variance
REVENUES			
State Appropriations			
Education and General state Support	\$8,876,515	\$8,876,515	
State Group Insurance	\$553,131	\$553,131	
Other	\$1,533,170	\$1,484,134	(\$49,036)
	<u>Total State Appropriations</u>	<u>\$10,962,816</u>	<u>(\$49,036)</u>
Tuition and Fees			
Tuition	\$6,029,424	\$6,405,227	\$375,803
Fees	\$7,495,503	\$6,972,387	(\$523,116)
	<u>Total Tuition and Fees</u>	<u>\$13,524,927</u>	<u>(\$147,313)</u>
Taxes for Current Operations			
Carryover from FY 97/98	\$9,168,808	\$9,318,770	\$149,962
Other Miscellaneous Income	<u>\$1,471,342</u>	<u>\$1,471,342</u>	
Total Revenues	<u>\$35,650,308</u>	<u>\$35,804,732</u>	<u>\$154,424</u>

(Continued on next page)

**Budget and Actual
Revenues, Expenditures, and Changes in Fund Balance
Unrestricted Funds Fiscal Year 1999
(Continued)**

	<u>Budget</u>	<u>Actual</u>	<u>Favorable (Unfavorable) Variance</u>
EXPENDITURES, TRANSFERS, AND OTHER			
Instruction	\$16,070,182	\$14,372,635	\$1,697,547
Research			
Public Service	\$399,938	\$512,965	(\$113,027)
Academic Support	\$1,637,732	\$1,356,640	\$281,092
Student Services	\$2,726,953	\$2,683,201	\$43,752
Institutional Support	\$6,119,105	\$6,011,338	\$107,767
Operation and Maintenance of Plant	\$2,340,332	\$2,370,285	(\$29,953)
Scholarships and Fellowships			
Non-Mandatory Transfers	\$5,074,788	\$4,836,290	\$238,498
Other	\$1,281,278	\$35,194	\$1,246,084
Total Expenditures, Transfers, and Other	<u>\$35,650,308</u>	<u>\$32,178,548</u>	<u>\$3,471,760</u>
NET INCREASE IN FUND BALANCE (BUDGET BASIS)			
		<u>\$3,626,784</u>	<u>\$3,626,184</u>
GAAP Basis Adjustments:			
TPEG Mandatory Transfer			(\$380,170)
PPFCO Debt - Mandatory Transfer (accrued interest)			(\$119,969)
Carryover FY 97/98 not Current Year Activity			(\$1,471,342)
Net Increase in Fund Balance (GAAP Basis)			<u>\$1,654,703</u>

Source: Annual Financial Reports, Business Office
 GAAP = Generally Accepted Accounting Principles
 TPEG = Texas Public Education Grant

Source: Annual Financial Reports, Business Office

FUND BALANCE

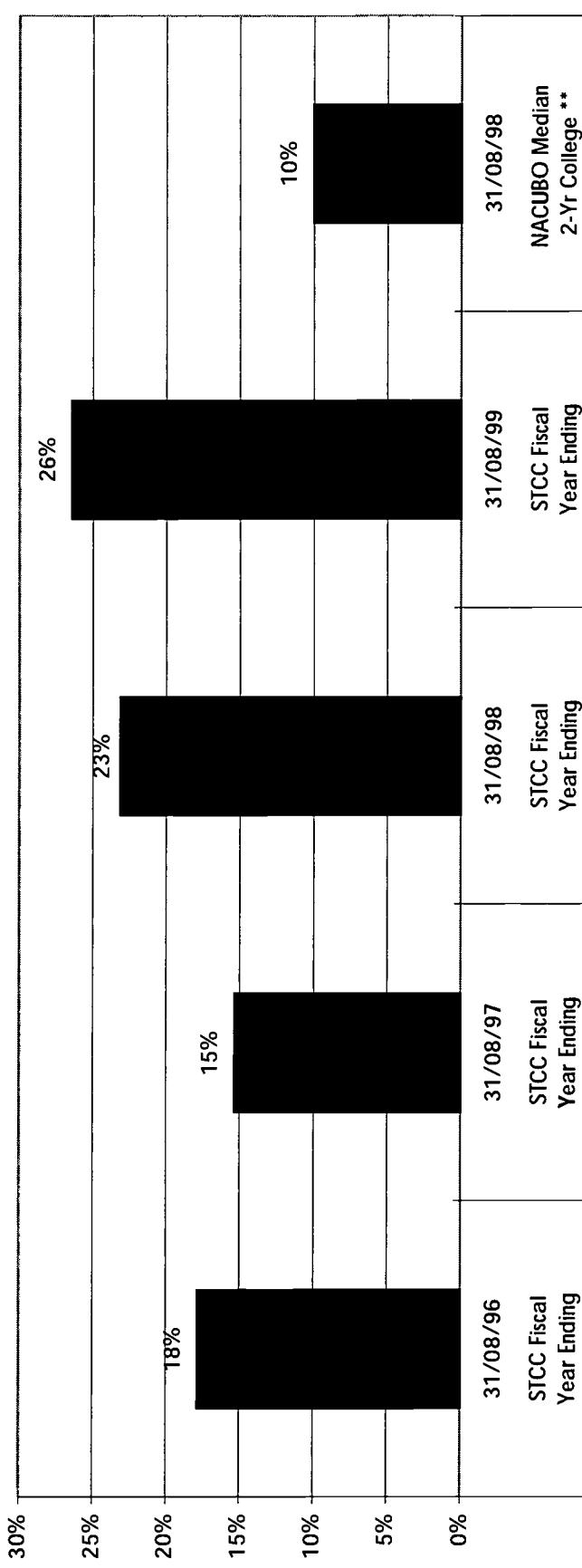
	STCC Fiscal Year Ending 31/08/96	STCC Fiscal Year Ending 31/08/97	STCC Fiscal Year Ending 31/08/98	NACUBO Median 2-Yr College ** 31/08/98
Total Current Fund Balance	\$1,824,070	\$2,570,414	\$5,199,013	\$6,853,716
Total Current Fund Expenditures*	\$10,239,380	\$16,770,336	\$22,498,124	\$25,926,987
Fund Balance as Percent of Total Operating	18%	15%	23%	26%

Source: STCC Comprehensive Annual Financial Report, Exhibit B, Statement of Changes in Fund Balances (Unrestricted Current Funds: Fund Balances - August 31, 1999 and Total Expenditures and Other Deductions)

* NACUBO Comparative Financial Statistics definition of total current fund expenditures: Excludes mandatory and nonmandatory transfers. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.

** NACUBO Comparative Financial Statistics state that of 250 Community Colleges surveyed, the median college maintained 10 percent of current fund expenditures. Fifty percent of colleges reported a current fund balance between 4 percent and 19 percent of current fund expenditures.

Fund Balance as Percent of Total Operating



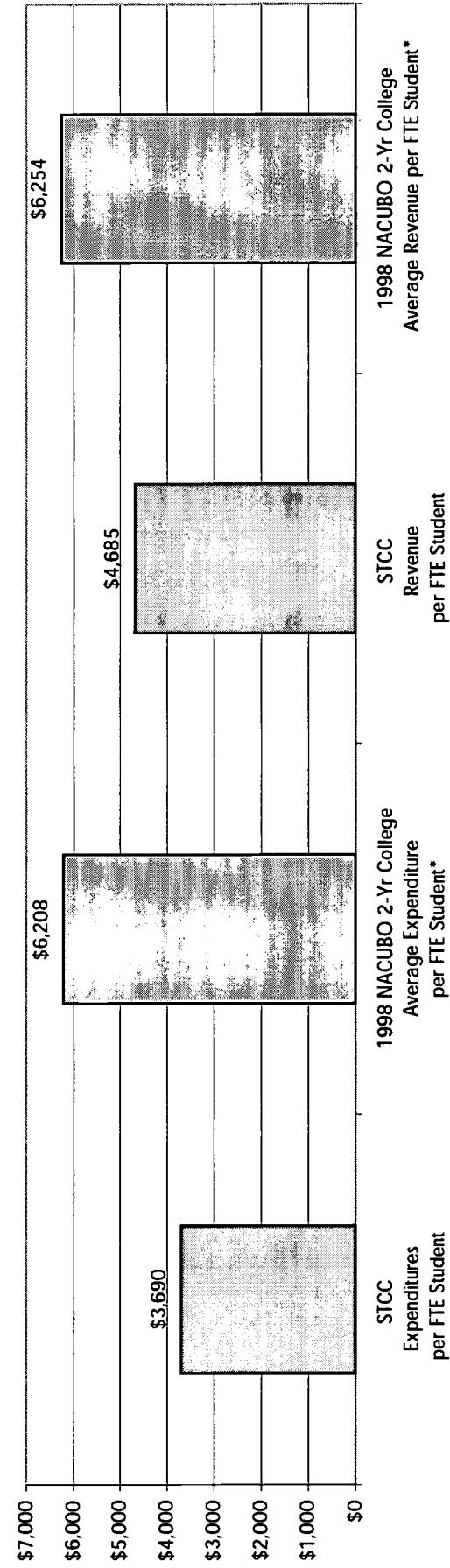
EXPENDITURES AND REVENUES PER FTE STUDENT

Academic Year	Annual Student FTE**	Total Current Fund Expenditures	STCC Expenditures per FTE Student	1998 NACUBO 2-Yr College Average Expenditure per FTE Student*	Total Current Fund Revenues	STCC Revenue per FTE Student	1998 NACUBO 2-Yr College Average Revenue per FTE Student*
1995-96	2,883	\$10,239,380	\$3,552		\$10,232,283	\$3,549	
1996-97	4,489	\$16,770,336	\$3,736		\$20,275,579	\$4,517	
1997-98	5,708	\$22,498,124	\$3,942	\$6,208	\$28,417,221	\$4,978	\$6,254
1998-99	7,027	\$25,926,987	\$3,690	\$6,208	\$32,918,119	\$4,685	\$6,254

* NACUBO (National Association of College and University Business Officers) Comparative Financial Statistics Fiscal Year 1998 definitions: (1) Total current fund expenditures: Excludes mandatory and nonmandatory transfers. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants. (2) Total revenues: Excludes sales and services of auxiliary enterprises, sales and services of hospitals, and independent operations. Also excludes grants and contracts revenues in the form of Pell grants or other federal or similar state grants. These grants are removed from grants and contracts revenue because they are also reported as tuition revenue on the IPEDS (Integrated Postsecondary Education Data System) form and are thus double-counted.

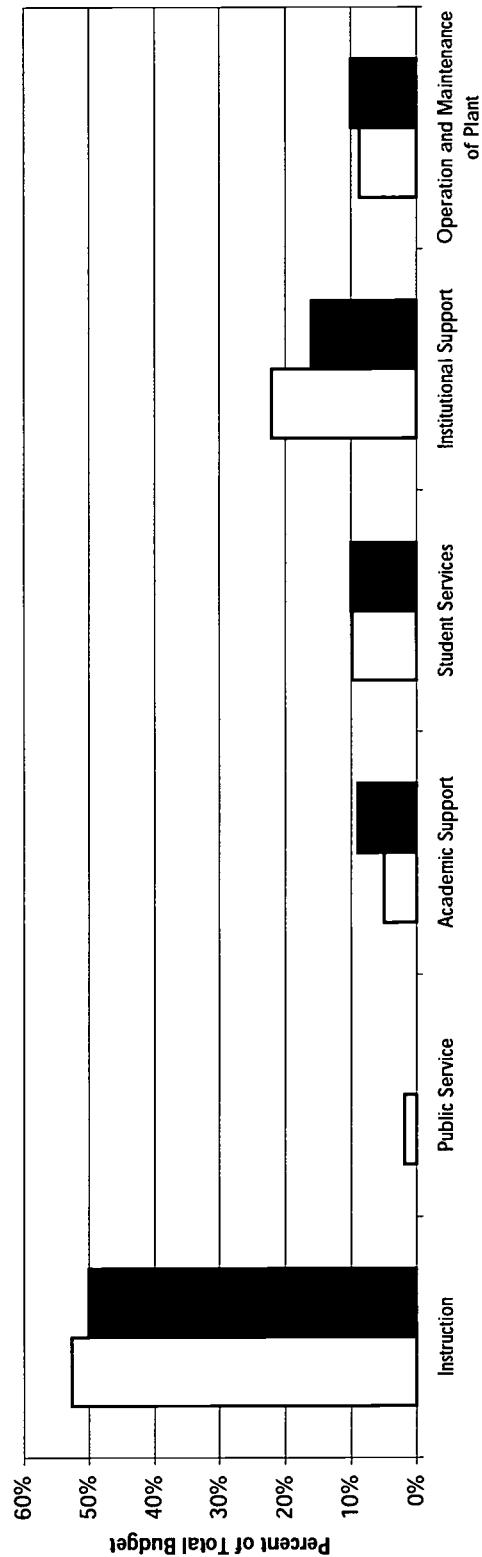
Source: STCC Comprehensive Annual Financial Report, August 31, 1999, Exhibit C, Statement of Current Funds Revenues, Expenditures and Other Changes (Unrestricted, Total Educational and General Expenditures.)

Fiscal Year 1999 Revenue and Expenditures per FTE Student
STCC vs NACUBO 2-Yr College Average



BUDGET ALLOCATIONS PER NACUBO COMPARATIVE STATISTICS

Allocated for:	Fiscal Year 1999 Budget	% of Budget Total	1999 Actual	Fiscal Year Actual Total	% of 1998 NACUBO Medians*
Instruction	\$16,070,182	54.9%	\$14,372,635	52.6%	50%
Research		0.0%		0.0%	
Public Service	\$399,938	1.4%	\$512,965	1.9%	
Academic Support	\$1,637,732	5.6%	\$1,356,640	5.0%	
Student Services	\$2,726,953	9.3%	\$2,683,201	9.8%	9%
Institutional Support	\$6,119,105	20.9%	\$6,011,338	22.0%	10%
Operation and Maintenance of Plant	\$2,340,332	8.0%	\$2,370,285	8.7%	16%
Scholarships and Fellowships		0.0%		0.0%	10%
Totals	\$29,294,242	100.0%	\$27,307,064	100.0%	0%

FISCAL YEAR 1999 STCC ACTUAL EXPENDITURES
VS 1998 NACUBO 2-YR COLLEGE MEDIAN

□ STCC Actual Expenditures ■ NACUBO 2-YR College Medians

* NACUBO (National Association of College and University Business Officers) Comparative Financial Statistics Fiscal Year 1998 definition: Total current fund expenditures; Excludes mandatory and nonmandatory transfers. Also excludes scholarship expenditures that are not institutional funds, i.e., Pell and other federal or similar state grants.
Source: STCC Comprehensive Annual Financial Report, August 31, 1999, Schedule C-3, Schedule of Unrestricted Fund Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual (Budget Basis)

STATE BENCHMARKS

SELECTED COMPARATIVE RATIOS FROM THE TEXAS STATE AUDITOR'S OFFICE

Ratio # 1**Net Total Current Fund Revenues to Total Current Fund Revenues**

Objective: This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?"

Formula: Net Total Current Fund Revenues / Total Current Fund Revenues

Assessment Instructions: A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances (see also ratio numbers 16 and 18).

Issue Areas:

This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
South Texas CC	19.96	1	2.27	29	11.84	1	13.71	2	11.88	2	7.69	5	7.69	5	
Collin County CC	5.95	6	10.98	1	8.35	3	8.31	6	4.32	20	4.05	15	4.05	15	
Del Mar College	2.25	27	1.56	33	5.64	6	5.41	15	5.41	15	3.69	19	3.69	19	
Dallas County CC Dist	2.98	22	2.26	30	2.34	20	2.34	20	2.34	20	2.34	20	2.34	20	
Coastal Bend College	5.65	7	3.09	23	1.95	22	3.94	21	3.94	21	1.81	32	1.81	32	
Laredo CC	3.71	17	1.81	32	0.72	35	1.73	36	1.73	36	1.17	36	1.17	36	
Southwest Texas Jr College	0.03	42	-5.13	48	-4.27	48	0.88	40	0.88	40	1.13	37	1.13	37	
El Paso County CC Dist	0.99	32	3.02	24	2.02	21	1.77	35	1.77	35	0.64	42	0.64	42	
Alamo CC Dist	4.36	14	4.02	14	1.94	24	2.95	30	2.95	30	0.47	43	0.47	43	

Ratio # 2 Net Unrestricted Revenues to Total Unrestricted Revenues

Objective: This ratio indicates whether the revenues available for the Unrestricted functions of the institution were sufficient to meet the expenditures for those functions.

Formula: Net Unrestricted Revenues / Total Unrestricted Revenues

Assessment Instructions: A negative ratio indicates that other sources of financing were needed to support Unrestricted activities. A positive ratio establishes that Unrestricted activities were at least self-sufficient for the year. For institutions with limited sources of new revenues and small expendable fund balances, as reflected in ratio numbers 16 and 18, a sizable positive ratio of net Unrestricted revenues to total Unrestricted revenues may be essential as the only means whereby the institution can accumulate reserves to meet future needs.

Issue Areas:

This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
South Texas CC	22.32	1	-1.55	43	16.31	1	19.81	1	19.81	1	19.72	2	19.72	2	
Collin County CC Dist	8.10	7	13.93	1	10.27	4	9.80	8	9.80	8	9.18	7	9.18	7	
Del Mar College	2.73	28	2.02	34	7.36	7	5.47	24	5.47	24	5.09	19	5.09	19	
Dallas County CC Dist	3.30	25	4.06	23	1.95	30	5.54	23	5.54	23	4.36	26	4.36	26	
Laredo CC	5.28	14	3.08	29	1.30	33	2.62	38	2.62	38	1.46	39	1.46	39	
Coastal Bend College	6.15	11	3.18	28	0.33	38	4.44	29	4.44	29	1.36	40	1.36	40	
El Paso County CC Dist	1.10	34	3.69	24	2.64	22	2.66	36	2.66	36	0.62	44	0.62	44	
Alamo CC Dist	5.17	15	4.79	19	1.99	27	3.28	32	3.28	32	0.10	45	0.10	45	
Southwest Texas Jr College	-2.68	48	-11.31	50	-9.31	50	-0.69	46	-0.69	46	-0.75	47	-0.75	47	

STATE BENCHMARKS (CONTINUED)

Ratio # 11

Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)

Objective:

Formula:

Assessment Instructions:

Issue Areas:

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Collin County CC Dist	2.41	19	2.76	12	3.18	10	3.16	12	3.21	14	3.21	14	3.21	14	
Del Mar College	2.08	26	2.50	15	2.57	17	3.23	11	3.09	16	3.09	16	3.09	16	
Coastal Bend College	2.12	25	1.87	29	2.94	12	2.07	24	2.32	23	2.32	23	2.32	23	
South Texas CC	2.07	27	2.35	17	2.39	20	2.27	23	2.27	24	2.27	24	2.27	24	
El Paso County CC Dist	2.01	28	2.34	18	2.34	22	2.29	22	2.29	21	2.01	31	2.01	31	
Laredo CC	1.73	34	1.67	33	1.75	33	1.64	33	1.43	39	1.43	39	1.43	39	
Southwest Texas Jr College	1.18	43	1.43	39	1.13	46	1.30	41	1.11	46	1.30	40	1.35	40	
Dallas County CC Dist	0.71	50	0.72	50	1.27	41	1.11	46	1.30	43	1.30	43	1.30	43	
Alamo CC Dist	1.20	41	1.27	43	1.26	42	0.99	50	1.03	48	1.03	48	1.03	48	

Ratio # 14 Available Assets to General Liabilities

Objective: This ratio is used to determine the impact of existing debt and debt coverage for future years. It answers the question "Can the institution repay the indebtedness it is assuming?"

Formula: Available Assets / General Liabilities

Assessment Instructions: Typically, standard covenants stipulate that as long as debt is outstanding, available assets must be at least twice as great as general liabilities, making 2:1 the minimum threshold for this ratio.

Issue Areas:

This ratio can be used in assessing issues related to Debt Service.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Coastal Bend College	17.39	4	14.51	9	9.73	10	13.81	6	12.47	6	9.52	11	9.52	11	
Dallas County CC Dist	6.66	17	7.42	13	8.09	12	8.80	10	8.80	10	6.03	17	6.03	17	
Southwest Texas Jr College	7.38	16	5.76	22	4.28	25	6.05	21	6.05	21	3.26	30	3.26	30	
Del Mar College	3.99	30	4.33	28	4.14	26	3.09	32	3.09	32	3.09	32	3.09	32	
Laredo CC	5.66	21	3.62	30	3.62	30	2.98	34	2.98	32	3.00	32	3.00	32	
Collin County CC Dist	1.73	47	1.96	45	2.10	44	2.28	43	2.28	43	2.58	37	2.58	37	
El Paso County CC Dist	3.57	35	3.24	32	2.63	37	2.57	38	2.57	38	2.38	40	2.38	40	
South Texas CC	2.75	39	1.24	50	1.62	50	1.99	46	1.99	46	2.06	44	2.06	44	
Alamo CC Dist	1.68	49	1.77	47	1.83	46	1.89	48	1.89	48	1.96	47	1.96	47	

STATE BENCHMARKS (CONTINUED)

Ratio # 16

Expendable Fund Balances to Total Expenditures and Mandatory Transfers

Objective: This ratio describes the institution's ability to support its current level of operations from all available expendable resources without considering revenues generated from operations. It is an important measure of financial strength relative to institutional operating size.

Formula:

Assessment Instructions:

Issue Areas:

Ratio # 20

Tuition and Fees (Unrestricted Funds) to Total Unrestricted Fund Expenditures and Mandatory Transfers

Objective: This ratio demonstrates the institution's dependence on tuition and fees as a source of financing operations.

Formula: Tuition and Fees (Unrestricted Funds) / Total Unrestricted Fund Expenditures and Mandatory Transfers

Assessment Instructions: Any trend in this ratio is most important because this revenue source is fully variable, meaning that the amount of this revenue changes proportionally with changes in semester hours enrolled by students. Institutions that are highly tuition-dependent are more susceptible to severe financial crisis should their enrollments decline significantly. Sufficient expendable fund balances (as depicted in ratio numbers 16 and 18) is essential to provide flexibility for these institutions.

Issue Areas:

This ratio can be used in assessing issues related to Debt Service, Sources of Funds, Transfers (Mandatory), and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Dallas County CC Dist	0.78	1	0.73	2	0.67	2	0.63	4	0.62	5					
Coastal Bend College	0.54	4	0.49	7	0.40	9	0.43	9	0.42	10					
South Texas CC	0.30	17	0.18	38	0.32	16	0.40	12	0.40	14					
Del Mar College	0.22	34	0.25	28	0.31	18	0.35	16	0.37	16					
Collin County CC Dist	0.32	12	0.36	12	0.28	22	0.38	14	0.34	18					
Alamo CC Dist	0.31	14	0.35	14	0.33	13	0.32	18	0.26	27					
El Paso County CC Dist	0.20	36	0.22	30	0.24	29	0.23	31	0.24	35					
Laredo CC	0.17	40	0.37	10	0.26	26	0.28	21	0.17	40					
Southwest Texas Jr College	0.17	38	0.14	45	0.09	48	0.09	46	0.09	48					

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
South Texas CC	30.87	7	40.35	3	39.56	3	44.57	2	50.62	1					
Southwest Texas Jr College	31.08	6	27.18	18	29.60	16	31.35	12	30.27	14					
El Paso County CC Dist	27.83	15	28.43	15	28.59	18	29.07	19	29.77	15					
Alamo CC Dist	27.36	17	27.85	16	27.87	19	26.95	24	27.38	23					
Coastal Bend College	26.77	19	23.00	29	26.12	20	27.00	23	26.94	25					
Dallas County CC Dist	20.83	32	22.90	30	23.00	30	23.90	31	24.80	30					
Laredo CC	22.25	28	23.06	27	24.52	25	24.49	29	23.60	31					
Collin County CC Dist	21.38	30	21.03	35	21.04	38	21.63	35	20.18	38					
Del Mar College	16.27	46	17.61	43	18.49	45	18.31	45	17.03	49					

STATE BENCHMARKS (CONTINUED)

Ratio # 21

Objective:

Formula:

Assessment Instructions:

Issue Areas:

Total Federal Revenues to Total Expenditures and Mandatory Transfers (Current Funds excluding Auxiliary Enterprise Funds)

This ratio shows the institution's dependence on the federal government to support current year operations.

Total Federal Government Revenues / Total Expenditures and Mandatory Transfers (Current Funds excluding Auxiliary Funds)

There is no absolute threshold for this ratio. A rising trend in this ratio may suggest that the institution's efforts to attract new federal funding are proving successful. A declining trend, on the other hand, may signal either that federal support for certain programs is waning or that the institution has been unable to attract sufficient funding in a competitive environment.

This ratio can be used in assessing issues related to Sources of Funds, Transfers (Mandatory), and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
South Texas CC	20.37	10	23.68	8	25.89	7	30.37	3	39.35	1					
Southwest Texas Jr College	34.76	2	34.16	3	32.81	3	37.22	2	37.04	3					
Laredo CC	23.46	7	25.83	7	27.09	6	28.23	4	28.62	5					
Coastal Bend College	26.69	6	28.39	4	28.50	4	27.50	6	27.69	6					
El Paso County CC Dist	30.31	4	28.27	5	28.11	5	27.18	7	26.59	7					
Alamo CC Dist	18.34	14	18.95	11	19.66	13	19.21	15	19.26	18					
Del Mar College	14.29	25	16.51	18	15.31	21	14.06	29	14.37	29					
Dallas County CC Dist	11.87	34	11.88	34	12.36	33	11.08	38	12.37	37					
Collin County CC Dist	11.22	39	7.78	47	3.95	50	3.62	50	3.58	50					

Total Private Gifts, Grants and Contracts to Total Current Fund Expenditures and Mandatory Transfers

This ratio shows the institution's dependence on private gifts and grants to support current year expenditures.

Total Private Gifts, Grants and Contracts / Total Current Fund Expenditures and Mandatory Transfers

There is no absolute threshold for this ratio. Public institutions have not relied significantly on this revenue source in the past, but recently many (especially four-year institutions) have begun to aggressively solicit private support. A downward trend in this ratio indicates that private support is declining, that Unrestricted expenditures are rising faster than this source of funding, or both. A decline in this ratio must be offset by increasing revenues elsewhere or by reducing expenditures.

This ratio can be used in assessing issues related to Debt Service, Sources of Funds, Transfers (Mandatory), and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
South Texas CC	1.50	7	0.24	24	0.68	19	1.55	12	1.09	18					
Laredo CC	0.40	17	0.54	18	0.50	23	0.35	25	0.44	25					
Dallas County CC Dist	0.00	30	0.00	32	0.00	33	0.00	35	0.41	27					
Coastal Bend College	0.26	24	0.18	26	0.77	17	0.54	22	0.23	30					
Alamo CC Dist	0.09	26	0.13	28	0.16	28	0.31	26	0.15	31					
Collin County CC Dist	0.00	29	0.14	27	0.09	29	0.11	30	0.04	34					
Southwest Texas Jr College	0.00	44	0.00	45	0.73	18	0.12	28	0.01	36					
El Paso County CC Dist	0.00	32	0.00	34	0.00	35	0.00	37	0.00	38					
Del Mar College	0.00	37	0.00	39	0.00	40	0.00	41	0.00	42					

STATE BENCHMARKS (CONTINUED)

Ratio # 25

Total Instruction Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)

Objective:

Formula:

Assessment Instructions:

Issue Areas:

This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for instruction.

Total Instruction Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)

There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether instruction is obtaining a growing or dwindling share of total non-auxiliary revenues available.

This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Dallas County CC Dist	47.47	12	46.01	11	47.26	11	46.55	8	46.55	8	44.99	12	44.99	12	
Alamo CC Dist	43.62	22	43.55	21	44.08	22	42.35	22	41.76	23	41.76	23	41.76	23	
Laredo CC	43.30	24	43.68	20	42.89	25	42.96	20	41.26	24	41.26	24	41.26	24	
Del Mar College	39.14	34	37.80	35	37.29	35	31.63	47	39.86	30	39.86	30	39.86	30	
Collin County CC Dist	36.08	42	36.38	42	38.21	33	38.90	30	38.96	33	38.96	33	38.96	33	
Coastal Bend College	34.65	44	34.44	46	35.08	45	33.92	42	34.65	41	34.65	41	34.65	41	
El Paso County CC Dist	39.66	33	33.54	47	33.96	47	33.77	43	31.35	46	31.35	46	31.35	46	
Southwest Texas Jr College	34.57	45	38.09	33	35.75	43	33.08	45	29.58	48	29.58	48	29.58	48	
South Texas CC	33.15	47	35.57	45	31.42	50	28.92	50	27.98	50	27.98	50	27.98	50	

Ratio # 27 Total Public Service Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)

This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for public service.

Total Public Service Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)

There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether public service is obtaining a growing or dwindling share of total non-auxiliary revenues available.

This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Southwest Texas Jr College	14.13	3	9.36	4	15.25	2	15.77	2	20.05	2	20.05	2	20.05	2	
El Paso County CC Dist	3.58	22	3.74	18	4.05	19	4.97	16	6.23	10	6.23	10	6.23	10	
Dallas County CC Dist	4.46	16	4.55	17	4.90	16	4.27	19	3.65	18	3.65	18	3.65	18	
South Texas CC	0.00	49	0.00	47	1.20	35	0.93	36	2.12	28	2.12	28	2.12	28	
Alamo CC Dist	0.87	37	0.30	41	0.44	41	0.97	35	1.85	30	1.85	30	1.85	30	
Collin County CC Dist	6.32	8	3.01	26	1.26	34	1.63	30	1.31	34	1.31	34	1.31	34	
Del Mar College	1.07	35	1.03	35	1.11	36	0.50	40	0.44	40	0.44	40	0.44	40	
Coastal Bend College	0.00	48	0.00	48	0.00	48	0.00	48	0.14	44	0.14	44	0.14	44	
Laredo CC	0.04	41	0.08	42	0.11	43	0.36	41	0.10	45	0.10	45	0.10	45	

STATE BENCHMARKS (CONTINUED)

Ratio # 28

Total Academic Support Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)

This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for academic support.

Objective:

Total Academic Support Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)

There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether academic support is obtaining a growing or dwindling share of total non-auxiliary revenues available.

Assessment Instructions:

This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Ratio # 29

Total Student Service Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)

This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for student services.

Objective:

Total Student Service Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)

There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether student services are obtaining a growing or dwindling share of total non-auxiliary revenues available.

Assessment Instructions:

This ratio can be used in assessing issues related to Sources of Funds, Student Service Expenditures, and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank	Results (As %)												
Collin County CC Dist	10.79	3	9.87	7	10.26	6	9.73	10	10.55	7	8.98	11	8.15	18	8.98
Dei Mar College	5.96	33	7.04	22	6.52	27	7.39	23	7.50	22	7.40	22	7.92	17	7.42
Alamo CC Dist	6.26	27	6.25	35	6.58	26	6.91	28	6.22	32	6.22	32	6.15	30	6.15
Coastal Bend College	6.16	29	7.03	23	6.74	25	7.92	17	7.92	17	7.92	17	7.42	22	7.42
El Paso County CC Dist	5.65	35	8.68	15	8.71	13	8.71	13	8.71	13	8.71	13	8.71	13	8.71
Dallas County CC Dist	7.17	18	6.86	26	6.80	23	6.80	23	6.80	23	6.80	23	6.80	23	6.80
Southwest Texas Jr College	3.94	46	4.50	45	4.91	44	4.53	44	4.53	44	4.53	44	4.53	44	4.53
Laredo CC	4.42	42	4.68	43	4.39	48	4.17	48	4.17	48	4.17	48	4.66	41	4.66
South Texas CC	6.86	22	6.35	34	7.43	20	7.66	20	7.66	20	7.66	20	7.23	48	7.23

STATE BENCHMARKS (CONTINUED)

Ratio # 30	Total Institutional Support Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for institutional support.
Formula:	Total Institutional Support Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether institutional support is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Coastal Bend College	17.97	9	19.94	5	20.07	6	18.36	4	17.85	6					
El Paso County CC Dist	13.31	19	13.48	22	12.91	22	12.72	21	16.45	9					
Dallas County CC Dist	12.66	23	13.68	21	14.23	21	14.10	18	14.93	17					
Alamo CC Dist	10.31	37	10.37	42	11.02	32	11.80	28	12.93	20					
Collin County CC Dist	12.11	26	11.04	36	12.08	28	11.72	29	11.98	24					
Laredo CC	11.45	30	10.94	37	10.93	33	11.40	31	11.87	25					
Del Mar College	21.92	2	21.11	2	21.13	3	23.70	1	11.36	30					
South Texas CC	18.27	8	20.34	4	15.04	14	12.32	25	10.90	33					
Southwest Texas Jr College	9.99	39	16.10	12	9.94	38	9.79	43	8.58	46					

Ratio # 31	Operation and Maintenance of Plant Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for plant operation and maintenance.
Formula:	Total Operation and Maintenance of Plant / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether plant operation and maintenance is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Plant Assets, Sources of Funds, and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999		
	Results (As %)	Overall Rank													
Del Mar College	11.79	13	11.61	17	9.70	24	10.43	19	10.55	14					
Collin County CC Dist	7.83	41	8.32	38	9.01	33	9.32	26	9.88	18					
Coastal Bend College	9.54	28	9.51	30	9.20	29	9.04	27	9.70	21					
Southwest Texas Jr College	11.19	14	11.39	19	10.96	20	9.72	24	9.30	23					
Dallas County CC Dist	9.65	27	9.29	31	9.83	23	9.02	28	8.76	27					
Alamo CC Dist	8.12	40	7.90	41	8.05	40	7.73	37	7.38	40					
Laredo CC	8.52	39	8.11	39	7.04	42	6.45	44	6.81	43					
El Paso County CC Dist	4.45	49	4.80	49	5.24	49	4.98	47	5.04	48					
South Texas CC	3.29	50	4.23	50	4.61	50	4.55	48	4.27	49					

STATE BENCHMARKS (CONTINUED)

Ratio # 33 State Appropriations to Total Full-Time Equivalent Students										
Objective:	This ratio demonstrates the average state appropriation received per full-time equivalent student.									
Formula:	State Appropriations / Total Full-Time Equivalent Students									
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.									
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Sources of Funds.									
FY 1995										
Institution	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank				
Coastal Bend College	2,628.23	16	2,708.31	12	2,458.31	15	2,357.43	34	3,061.01	8
Del Mar College	2,508.30	19	2,356.59	24	2,300.26	23	2,735.40	13	2,923.59	13
Laredo CC	2,124.01	35	2,193.96	35	2,253.15	25	2,371.43	31	2,476.77	29
El Paso County CC Dist	1,821.87	47	2,035.64	43	2,058.16	41	2,240.29	39	2,453.83	30
Dallas County CC Dist	2,254.35	31	2,102.58	40	2,135.53	32	2,610.28	20	2,387.17	31
Collin County CC Dist	2,024.91	40	2,361.36	23	2,126.15	33	2,200.45	40	2,267.07	37
Southwest Texas Jr College	1,817.65	48	2,073.71	42	2,024.36	43	2,069.30	45	2,176.92	42
Alamo CC Dist	1,854.76	46	1,829.79	48	1,761.68	48	2,061.64	47	2,161.41	43
South Texas CC	2,896.61	6	2,074.69	41	1,283.86	50	1,583.62	50	1,351.72	50
Ratio # 34 Full-Time Equivalent Students to Full-Time Equivalent Faculty										
Objective:	This ratio demonstrates the number of full-time equivalent students per full-time equivalent faculty member.									
Formula:	Total Full-Time Equivalent Students / Total Full-Time Equivalent Faculty									
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.									
Issue Areas:	This ratio can be used in assessing issues related to Per Faculty and Per Student.									
FY 1995										
Institution	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank	Results (As %) Overall Rank				
Laredo CC	24.64	6	24.35	7	22.66	12	23.64	11	23.69	6
South Texas CC	32.21	1	23.25	10	22.78	10	24.17	6	23.54	7
Dallas County CC Dist	22.22	12	23.43	9	22.74	11	20.94	24	23.37	8
El Paso County CC Dist	17.37	47	25.02	4	24.82	5	24.86	4	22.64	11
Southwest Texas Jr College	23.67	9	22.04	13	21.36	15	23.56	12	21.94	15
Alamo CC Dist	21.83	15	22.01	14	21.21	17	21.75	19	21.00	23
Coastal Bend College	19.16	35	20.20	26	20.15	26	22.95	14	18.81	34
Collin County CC Dist	20.28	25	19.39	33	19.03	33	19.33	32	18.50	36
Del Mar College	19.26	34	18.52	41	18.62	38	18.06	41	17.45	43

STATE BENCHMARKS (CONTINUED)

Ratio # 35		Total Instruction Expenditures to Total Full-Time Equivalent Students					
Objective:	This ratio demonstrates the average expenditure for instruction per full-time equivalent student.						
Formula:	Total Instruction Expenditures / Total Full-Time Equivalent Students						
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.						
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Uses of Funds.						
Ratio # 36		FY 1996					
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	FY 1999 Results (As %)
Del Mar College	2,705.22	24	2,747.71	23	2,907.28	23	2,682.69
Laredo CC	2,800.81	19	2,979.85	17	3,212.59	14	3,262.82
Dallas County CC Dist	2,787.35	21	2,720.48	24	2,973.16	20	3,472.09
Alamo CC Dist	2,520.13	30	2,589.79	30	2,663.85	30	2,773.30
Collin County CC Dist	2,169.85	41	2,342.13	38	2,452.18	35	2,694.72
El Paso County CC Dist	2,560.37	29	2,357.85	37	2,468.77	34	2,603.58
Coastal Bend College	2,196.19	38	2,208.33	42	2,291.53	43	1,969.39
Southwest Texas Jr College	2,069.10	44	2,511.19	32	2,390.44	37	2,277.28
South Texas CC	1,572.68	49	1,866.18	48	1,968.66	48	2,132.32
Ratio # 37		FY 1997					
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	FY 1999 Results (As %)
Southwest Texas Jr College	845.71	3	671.14	5	1,020.07	3	1,085.65
El Paso County CC Dist	230.92	22	262.61	19	294.49	19	382.86
Dallas County CC Dist	261.92	18	268.76	18	307.96	16	318.24
South Texas CC	0.00	47	0.00	45	75.18	35	68.95
Alamo CC Dist	50.04	37	18.12	41	26.36	41	63.38
Collin County CC Dist	380.09	12	194.07	24	80.87	34	113.26
Del Mar College	73.66	35	74.61	35	86.21	33	42.17
Coastal Bend College	0.00	48	0.00	48	0.00	47	10.54
Laredo CC	2.28	41	5.46	42	8.55	43	8.26
Ratio # 38		FY 1998					
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	FY 1999 Results (As %)
Southwest Texas Jr College	845.71	3	671.14	5	1,020.07	3	1,085.65
El Paso County CC Dist	230.92	22	262.61	19	294.49	19	382.86
Dallas County CC Dist	261.92	18	268.76	18	307.96	16	318.24
South Texas CC	0.00	47	0.00	45	75.18	35	68.95
Alamo CC Dist	50.04	37	18.12	41	26.36	41	63.38
Collin County CC Dist	380.09	12	194.07	24	80.87	34	113.26
Del Mar College	73.66	35	74.61	35	86.21	33	42.17
Coastal Bend College	0.00	48	0.00	48	0.00	47	10.54
Laredo CC	2.28	41	5.46	42	8.55	43	8.26
Ratio # 39		FY 1999					
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	FY 1999 Results (As %)
Southwest Texas Jr College	845.71	3	671.14	5	1,020.07	3	1,085.65
El Paso County CC Dist	230.92	22	262.61	19	294.49	19	382.86
Dallas County CC Dist	261.92	18	268.76	18	307.96	16	318.24
South Texas CC	0.00	47	0.00	45	75.18	35	68.95
Alamo CC Dist	50.04	37	18.12	41	26.36	41	63.38
Collin County CC Dist	380.09	12	194.07	24	80.87	34	113.26
Del Mar College	73.66	35	74.61	35	86.21	33	42.17
Coastal Bend College	0.00	48	0.00	48	0.00	47	10.54
Laredo CC	2.28	41	5.46	42	8.55	43	8.26

STATE BENCHMARKS (CONTINUED)

Ratio # 38		Total Academic Support Expenditures to Total Full-Time Equivalent Students									
Objective:		This ratio demonstrates the average expenditure for academic support per full-time equivalent student.									
Formula:		Total Academic Support Expenditures / Total Full-Time Equivalent Students									
Assessment Instructions:		This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.									
Issue Areas:		This ratio can be used in assessing issues related to Per Student and Uses of Funds.		FY 1995		FY 1996		FY 1997		FY 1998	
Institution		Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Del Mar College	411.97	24	512.14	16	508.61	18	626.63	13	820.31	7	
Collin County CC Dist	648.92	7	635.48	8	658.70	8	674.04	10	797.31	8	
El Paso County CC Dist	365.05	32	610.34	11	633.23	10	610.73	14	636.92	14	
Alamo CC Dist	361.52	34	371.40	36	397.67	33	452.68	32	589.18	17	
Coastal Bend College	390.18	27	450.76	25	440.61	24	429.54	33	561.94	21	
Dallas County CC Dist	421.17	22	405.35	30	427.61	28	463.70	29	423.95	31	
Laredo CC	286.19	43	319.35	45	328.93	44	316.45	45	378.86	39	
Southwest Texas Jr College	235.89	46	296.90	46	328.24	45	311.52	46	378.28	40	
South Texas CC	325.27	38	329.71	44	465.74	21	565.19	20	255.30	47	
Ratio # 39		Total Student Service Expenditures to Total Full-Time Equivalent Students									
Objective:		This ratio demonstrates the average expenditure for student services per full-time equivalent student.									
Formula:		Total Student Service Expenditures / Total Full-Time Equivalent Students									
Assessment Instructions:		This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.									
Issue Areas:		This ratio can be used in assessing issues related to Per Student, Student Service Expenditures, and Uses of Funds.		FY 1995		FY 1996		FY 1997		FY 1998	
Institution		Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Coastal Bend College	1,762.06	1	1,728.86	1	1,804.66	1	1,589.86	1	2,142.94	1	
Del Mar College	1,197.15	2	1,423.84	2	1,370.84	2	1,557.00	2	1,962.16	2	
Collin County CC Dist	648.25	9	702.64	6	646.67	10	662.38	9	711.23	10	
Alamo CC Dist	608.62	13	590.05	12	541.68	18	559.69	17	682.65	11	
Laredo CC	577.36	15	641.79	9	690.97	8	696.78	8	655.38	12	
Dallas County CC Dist	482.63	22	519.76	23	491.50	22	607.41	12	593.88	19	
El Paso County CC Dist	456.32	26	549.37	21	545.92	16	538.73	22	530.91	26	
South Texas CC	258.37	49	553.08	20	362.64	41	381.68	42	377.14	42	
Southwest Texas Jr College	331.05	44	357.54	44	364.84	40	323.74	44	330.01	46	

STATE BENCHMARKS (CONTINUED)

Ratio # 40

Total Institutional Support Expenditures to Total Full-Time Equivalent Students

This ratio demonstrates the average expenditure for institutional support per full-time equivalent student.

Objective:

Formula:

Assessment Instructions:

Issue Areas:

This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.

This ratio can be used in assessing issues related to Per Student and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999			
	Results (As %)	Overall Rank	Results (As %)													
El Paso County CC Dist	859.51	21	947.53	17	938.66	17	980.56	19	1,412.55	7	1,337.66	9	1,066.01	15	1,037.44	19
Coastal Bend College	1,138.74	8	1,278.44	5	1,311.37	8	1,066.01	15	1,010.21	1	1,051.99	16	1,029.41	21	1,029.41	21
Del Mar College	1,515.10	1	1,534.70	3	1,646.97	1	1,066.01	15	1,010.21	1	1,051.99	16	1,029.41	21	1,029.41	21
Dallas County CC Dist	743.26	28	808.99	28	895.31	20	865.70	29	818.58	28	865.70	29	965.39	24	965.39	24
Laredo CC	740.66	29	746.28	31	666.14	37	772.63	35	772.63	35	934.45	26	934.45	26	934.45	26
Alamo CC Dist	595.88	41	616.57	44	710.68	35	811.74	32	811.74	32	904.93	30	904.93	30	904.93	30
Collin County CC Dist	728.52	31	710.68	35	775.50	33	908.88	25	860.47	33	860.47	33	860.47	33	860.47	33
South Texas CC	866.57	20	1,055.88	16	942.47	16	664.42	38	673.69	43	656.96	44	656.96	44	656.96	44
Southwest Texas Jr College	598.28	40	1,061.58	15	728.04	5	77,117.81	6	72,719.22	8	72,494.45	9	72,494.45	9	72,494.45	9

Ratio # 41

Total Instruction Expenditures to Total Full-Time Equivalent Faculty

This ratio demonstrates the average expenditure for instruction per full-time equivalent faculty member.

Total Instruction Expenditures / Total Full-Time Equivalent Faculty

Objective:

Formula:

Assessment Instructions:

Issue Areas:

This ratio can be used in assessing issues related to Per Faculty and Uses of Funds.

Institution	FY 1995			FY 1996			FY 1997			FY 1998			FY 1999			
	Results (As %)	Overall Rank	Results (As %)													
Laredo CC	69,021.12	5	72,533.59	3	72,804.90	5	77,117.81	6	72,719.22	8	72,494.45	9	72,494.45	9	72,494.45	9
Dallas County CC Dist	61,937.06	12	63,736.12	10	67,594.96	9	64,714.90	14	60,323.36	20	63,383.77	21	63,383.77	21	63,383.77	21
Del Mar College	52,106.54	30	50,881.39	35	54,126.78	33	48,444.47	41	46,653.55	42	52,095.26	38	54,451.63	36	54,451.63	36
Alamo CC Dist	55,005.66	27	57,004.44	24	56,502.67	24	64,714.90	14	61,280.02	16	60,928.68	25	60,928.68	25	60,928.68	25
El Paso County CC Dist	44,464.92	41	58,986.92	22	45,417.26	40	44,842.65	44	51,535.42	39	52,001.44	38	52,001.44	38	52,001.44	38
Collin County CC Dist	44,013.32	42	45,417.26	40	51,071.42	35	53,657.91	35	44,608.76	43	45,191.65	45	49,718.43	42	49,718.43	42
South Texas CC	50,660.03	34	42,921.25	45	46,165.93	43	45,191.65	45	44,608.76	43	48,832.93	43	48,832.93	43	48,832.93	43
Southwest Texas Jr College	48,969.78	37	55,341.90	30	51,071.42	35	45,191.65	45	44,608.76	43	48,832.93	43	48,832.93	43	48,832.93	43
Coastal Bend College	42,085.83	44	44,608.76	43	45,191.65	45	44,608.76	43	44,608.76	43	45,191.65	45	45,191.65	45	45,191.65	45

Source: The Texas Public Community College Database System. Ratio comparison trends for selected peer group for fiscal years 1995-1999. The information in this report has not been audited by the Texas State Auditor's Office.

Report ID: CCCMPTR.RPT

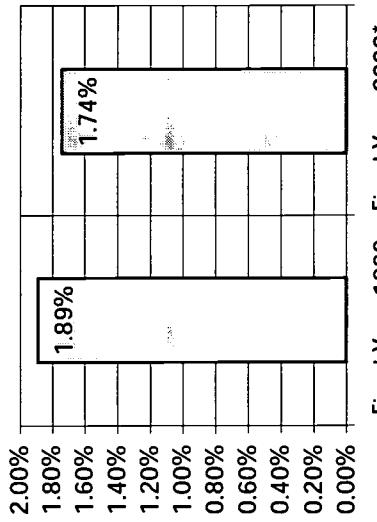
STUDENT RECEIVABLES DELINQUENCY

Uncollectible Balances as a Percent of Total Annual Tuition and Fees Revenue

Target: Student receivables delinquency will be less than two percent of revenue collected annually from tuition and fees.

	Fiscal Year 1999	Fiscal Year 2000*
Total Student Tuition & Fee Revenue	\$9,605,275.65	\$14,187,858.99
Student Uncollectible	\$120,012.77	\$238,786.17
Other Write Offs	\$61,267.48	\$8,073.54
Total Uncollectible Balance	\$181,280.25	\$246,859.71
As a Percent of Total Revenue	1.89%	1.74%

Delinquent Student Receivables as a Percentage of Total Annual Tuition and Fees Revenue



*2000 Prorated uncollectible amount based on original write-off amount.
Source: STCC Comptroller

SECTION XI

Facilities

Title	Page Number
Facilities Inventory by Campus by FTE Student	108

FACILITIES INVENTORY BY CAMPUS BY FTE STUDENT

STCC Facilities as of Fall 2000	Square Footage	Teaching Stations
Pecan Campus, Pecan Plaza (McAllen--Edinburg--Mission Metro Area)	229,225	76
Downtown Center (McAllen--Edinburg--Mission Metro Area)	44,942	35
Center for Advanced & Applied Technology (McAllen--Edinburg--Mission Metro Area)	105,000	31
Starr County Campus (Starr County Area)	27,279	12
Mid-Valley Campus (Mid Valley Area)	49,293	29
Nursing/ Allied Health Center	53,000	20
Ware Road, (Continuing Education) (McAllen--Edinburg--Mission Metro Area)	24,613	6
Walnut Street (McAllen--Edinburg--Mission Metro Area)	8,000	0
Total Facility Inventory	541,352	209

STCC Facilities as of Fall 2000	Square Footage	2000 FTE	Sq Ft / FTE Student
Pecan, Pecan Plaza	229,225	4,569	50.2
Downtown Center (McAllen--Edinburg--Mission Metro Area)	44,942	866	51.9
Center for Advanced & Applied Technology (McAllen--Edinburg--Mission Metro Area)	105,000	604	173.8
Starr County Campus (Starr County Area)	27,279	716	38.1
Mid-Valley Campus	49,293	1,372	35.9
Nursing/ Allied Health Center	53,000	352	150.6
Ware Road, (Continuing Education) (McAllen--Edinburg--Mission Metro Area)	N/A	N/A	N/A
Walnut Street (McAllen--Edinburg--Mission Metro Area)	N/A	N/A	N/A
Campus Teaching Facility Inventory Totals	508,739	8,479	60.0

Note: Ware Road and Walnut Street square footage not included in calculations involving FTE students since instruction for credit does not generally occur at those locations. 326 FTE students were not included since the instruction takes place at locations other than STCC Campus facilities.

Source: Office of Facilities Planning and Construction

SOUTH TEXAS COMMUNITY COLLEGE

INSTITUTIONAL PERFORMANCE INDICATORS

Purpose: In an effort to assess the success and effectiveness of STCC as it fulfills its responsibility to serve the people of Hidalgo and Starr Counties, the College must establish the indicators by which its performance will be assessed.

Following are the ten categories in which we measure our success at STCC. These, and the specific Performance Indicators for each, are very similar to those faculty and staff identified as being important to the success of our students, the instructional divisions, and the overall future development of STCC. The Board of Trustees approved these Performance Indicators in June 1999 and anticipates the first annual report about our success in achieving high standards in each in June 2000.

ACCESS

Performance Indicators:

- Economically disadvantaged enrollment

The proportion of STCC students classified as economically disadvantaged will equal or exceed the proportion of the populations of Starr and Hidalgo Counties classified as economically disadvantaged (at or under the federal poverty level) eligible for public assistance.

- Academically disadvantaged enrollment

The proportion of STCC students classified as academically disadvantaged will not be more than 5% below their representation in Hidalgo and Starr Counties, or will show improvement compared to overall college enrollment.

- Special population enrollment

The proportion of STCC students classified as being a member of a special population will equal or exceed the proportion of the populations of Starr and Hidalgo Counties sharing those characteristics.

- Campus/center enrollment

Total enrollment for the entire STCC District will equal or exceed by no more than 10% the targeted enrollment for every academic year and will be distributed across the District in proportion to population.

- Program enrollment

Number of students enrolled in specific degree/certificate programs will be sufficient to maintain program visibility.

- Gender enrollment in non-traditional programs

The proportion of enrollment in each program, by gender, will approximate that of the entire Student body.

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Enrollment of high school graduates from top quartile
Among students from Hidalgo and Starr Counties who enter college no later than the Fall after high school graduation, STCC will enroll at least 20% of the top quartile.
- Concurrent/contract enrollment of high school students
STCC will enroll students in concurrent/contract enrollment from at least 75% of public high schools in Hidalgo and Starr Counties during any academic year.
- Enrollment in continuing education and non-credit programs
Percentage of growth in enrollment in continuing education and non-credit programs will equal or exceed that of growth in enrollment in certificate- and degree-seeking students across the Community College District.
- Participation in workforce development and customized training
Percentage of growth in enrollment in workforce development and customized training programs will equal or exceed that of growth in enrollment in certificate- and degree-seeking students across the Community College District.
- Community demographics reflected in enrollment
The characteristics of the populations of Starr and Hidalgo Counties (e.g., race/ethnicity, gender, income, high school attended, hometown, etc.) will be proportionately represented in the Community College District enrollment.

COMPLETION

Performance Indicators:

- Certificates awarded
At least 30% of full-time, certificate-seeking students will complete their certificate within 1.5 times the length of their certificate program.
- Associate degrees awarded
At least 30% of full-time, degree-seeking students will complete their degree within 3 years.
- Licensure/Certification exams passed
The percentage of licensure or certification exams passed in every area where they are required will equal or exceed the state average among community college students each academic year.

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Workforce training participation
80% percent of participants in workforce training will complete the program.
- Core curriculum completion
Ascertain the number of students who complete the core curriculum.
- Course completion
The course completion rate for each Fall term will equal or exceed the average for all Texas community colleges for those terms, as calculated from the THECB's Educational Data Center.
- Hours completed compared to hours attempted by semester
The ratio of hours completed to hours attempted will be stable or increase.
- Developmental sequence completion
The number of students who complete and pass all courses in math, reading, or writing in the developmental course sequence.
- Personal objectives completion
The number of non-degree seeking students who confirm personal objectives have been met.
- Continuing education course completion
Completion rates of courses in continuing education will exceed that of the College as a whole.

TRANSFER RATE & SUCCESS

Performance Indicators:

- Number of students who transfer to four-year institutions
The number of students transferring from STCC to a four-year institution calculated in each Fall Term using the Texas Higher Education Coordinating Board's definition, will be a constant or increasing proportion of those completing a degree, or the core curriculum at STCC.

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Academic performance of students upon transfer to four-year institutions

The term GPA of students attempting 15 hours or more at STCC prior to transferring to a four-year public Texas institution, will equal or exceed the term GPA of students at that institution with no history at STCC.

EMPLOYMENT

Performance Indicators:

- Employment of graduates in field of study
- Within one year of graduation, 85% or more of all graduates will either be employed in their field, continuing their education, or indicate they are not seeking employment.
- Salaries of graduates
- *Graduates of technical programs will exceed the local entry-level salary in their field of preparation, based on industry estimates of median salary.*
- Employer satisfaction with graduates
- *Employers of STCC graduates will rate their level of satisfaction as above-average or greater.*
- Student satisfaction with training for employment
- *Students working or actively seeking work in their field will express high levels of satisfaction with their degree training that prepared them for employment in their chosen field.*

STUDENT DEVELOPMENT

Performance Indicators:

- Number of students placed on suspension/probation
- *The proportion of the student body placed on suspension/probation during any academic year will remain stable or decline.*
- Number of students removed from suspension/probation
- *The proportion of the student body removed from suspension/probation during any academic year will remain stable or increase.*
- Fall to Fall student retention
- *The proportion of the student body retained from Fall to Fall will remain stable or increase each academic year.*

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Academic program student retention

The proportion of students enrolled in academic programs retained from term to term or from Fall to Fall will remain stable or increase each academic year.
- Technical program student retention

The proportion of students enrolled in technical programs retained from term to term or from Fall to Fall will remain stable or increase each academic year.

TASP TEST

Performance indicators:

- TASP passage rate

The number of students who pass the individual sections of TASP: reading, writing, and math as well as all three sections.

ACADEMIC PROGRESS OF ALL STUDENTS

Performance indicators:

- Academic success after completing developmental studies

Students completing developmental studies will have about the same course completion rates, GPAs, and degree completion rates, as students never required to be in developmental studies.
- Gains measured by pre- and post-testing in developmental studies

Students testing at or above minimum identified competency levels at each level of developmental studies, on the pre-test, who score sufficiently high enough on the post-test to meet or exceed the minimum competency levels for the next higher course in the same area.
- Gains measured by pre- and post-testing in selected academic courses

Students testing at or above minimum identified competency levels on the pre-test, will score sufficiently high enough on the post-test to meet or exceed the minimum competency levels for the next higher course in pilot tested areas.
- Performance on common assessment measures as determined by program/discipline

A report on the results of the common assessment measures used within each discipline/program will be submitted by Chairs.

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Performance in subsequent courses

Student performance in pre-requisite or other clearly defined sequential courses, as measured by course grade, will be a good predictor for success in the next higher course.

STAKEHOLDER SATISFACTION

Performance Indicators:

- Quality of customer services

The quality of customer service will continuously improve.

- Level of student satisfaction

 - The overall level of student satisfaction will continuously improve.*

- Level of community satisfaction

 - The overall level of community satisfaction will continuously improve.*

- Level of STCC faculty/staff satisfaction

 - The overall levels of satisfaction of STCC's faculty and staff will continuously improve.*

FINANCE

Performance Indicators:

- State benchmarks

Use selected State Auditor's Office ratios to compare with other institutions, and be within an acceptable range.

- Fund balance

 - Fund balance is no less than 10% of annual operating expenditures.*

- Expenditures per full-time student equivalent

 - Ratio of operating expenditures per full-time equivalent students will be within state averages.*

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Revenue per fulltime student equivalent
Ratio of operating revenues per full-time equivalent student will be within state averages.
- Dunn & Bradstreet Credit Rating
The Dunn & Bradstreet Credit Rating will continuously improve.
- Budgeted/Actual – Expenditures/Revenues
Annual expenditures and revenues will be within a two percent range of budgeted expenditures and revenues.
- Student Receivables delinquency
The rate of student receivables delinquency will be less than two percent of revenue collected annually from tuition and fees.
- Budget allocations per NACUBO Guidelines
Annual budget allocations will be within NACUBO guidelines for each function and classification.
- Ratio of Expenditures to Revenues
Annual revenues will be greater than expenditures.

FACILITIES

- Classroom utilization per campus/center
Teaching stations at each campus/center are adequate to meet enrollment needs.
- Classroom utilization per campus/center
Classrooms will be in use a minimum of 60% of each class day.
- Square feet per campus/center per full-time student equivalent
The square feet per full-time student equivalent will increase at each site.

INSTITUTIONAL PERFORMANCE INDICATORS (CONTINUED)

- Square feet leased/owned
The ratio of leased square footage in comparison to owned square footage space will be reduced.
- Adequacy of specialized facilities
The adequacy of space for special functions such as advising, counseling, student success centers, library, and student activities will continue to improve.
- Facility needs assessment
The annual facility needs assessment will result in continuous improvement of existing facilities and planning for new facilities.

Glossary

Academic Progress of All Students – Academic progress indicates if and how well students achieve their academic goals. Measures in this category include continued success by students in consecutive or subsequent courses, student progress through the developmental studies sequence, and other measures. This is one of the institutional performance indicators STCC uses to evaluate how well it accomplishes its mission.

Access – Whether the college and its services are widely available to the residents of the College District service area. All public colleges are required by the Texas Higher Education Coordinating Board to ensure equity of access by gender, ethnicity and similar characteristics that have historically been subject to bias in higher education.

Accreditation – Process of certification by some external agency. Accreditation may be institutional (e.g. SACS) or programmatic. In either case, the purpose of accreditation is establishment and monitoring of minimum levels of acceptability and recognition of excellence.

ACTSOS – The ACT Student Opinion Survey (SOS) is a student opinion survey widely used by two-year colleges. The survey results are used at STCC as an assessment of effectiveness in meeting student needs and the college's mission through annual administration to a randomly selected group of classes across the STCC District.

Articulation Agreements – Contractual agreements negotiated between institutions of higher education that enable students to transfer credit from specified courses to receiving institutions, minimizing the loss of credit hours when a student transfers.

Benchmarks – Quantifiable standards against which achievement of a goal, objective or strategy can be measured. They are also used to gauge "added value" for the client or improved progress.

Campus – Principal locations where STCC courses are taught: Pecan Campus (3201 W. Pecan, McAllen); the Nursing and Allied Health Campus (NAHC, 1101 E. Vermont, McAllen); the Center for Advanced and Applied Technology (CAAT, 3700 W. Military Hwy, McAllen); the Downtown Center (1001 S. 16th Street, McAllen); the Mid-Valley Campus (Huisache and Border Ave., Weslaco); and the Starr County Campus (142 FM 3167, Rio Grande City). Many courses are offered in temporary locations to serve the needs of the people in Hidalgo and Starr Counties. The reports in the Fact Book group these in presenting information about course offerings and enrollment by campus. All teaching sites in the Mid-Valley region (i.e. Knapp Medical Center, Donna H.S., Weslaco H.S., Med High, Science Academy, physical education facilities, et al) are grouped with the Mid-Valley Campus. All teaching sites in Starr County (i.e. Roma H.S., Starr County Memorial Hospital, et al) are grouped with the Starr County Campus. Since these two campuses serve distinctive regions they serve as a hub for the temporary teaching sites by providing student services, faculty office space, learning resource centers, student success centers and other services. The two satellite facilities close to the Pecan Campus (Ware Road and Pecan Plaza) are grouped with the Pecan Campus. All other temporary teaching sites (those generally in the McAllen, Edinburg, Mission, Pharr-San Juan-Alamo area not associated with a regular campus) are grouped in a category labeled "Other" in most reports.

Cohort – Group of individuals entering an institution or process at the same time and level. Cohort tracking is a useful tool for identifying progress and comparing groups.

Glossary (Continued)

College Profile – The College Profile is an overview of STCC, which provides general information about the College and its service area.

Completion – Finishing a degree or certificate program. This may be measured more broadly to include completion of an individual student's educational objective.

Concurrent Enrollment – Students enrolled both at a high school and a college, taking college level courses that fulfill college and high school degree requirements.

Contact Hours (CH) – Lecture and laboratory hours in which a student has contact with an instructor. The state uses contact hours to compute reimbursement to the College, since this represents the actual instructional time spent by faculty and students.

Contract Enrollment – Workforce development instruction to high school students, which allows them to enroll in technical courses.

Course Completion – Students finishing a course with a letter grade or Pass/No Pass grade. Course completion does not include those who withdraw from a course, which results in a grade of W.

Data – Facts or figures on which analyses can be made and from which conclusions may be drawn; plural of singular "datum."

Declared Majors – A student's declared and recorded program of study. A student's declared major should represent the curriculum that they are following, however, many students will not adhere completely to their major degree plan or will begin taking courses for another major before officially changing their declared major.

Delinquency – Amount of student tuition and fees that are past due.

Demographics – Characteristics of persons (students, staff, etc.) that are used to categorize those persons as members of identifiable groups (e.g. by age, ethnicity, and gender).

Developmental Sequence – Arrangement of courses in a specific developmental studies discipline (reading, writing, or math) that prepares students for college-level courses. One of the performance indicators measures student progress through their developmental courses to summarize how many students are successful at developing college-level skills.

Duplicated Headcount – Students enrolled in more than one place, department, program, major, or belonging in more than one demographic classification are counted for each yielding "duplicated" headcount. Duplicated headcount is greater than simple (unduplicated) headcount.

Economically Disadvantaged – Special populations category for low-income persons, defined by the THECB as those annual income is at or below the federal poverty line or who are eligible to participate in one of several needs-based public assistance programs (e.g. WIC, TANF, Pell, WIA, et al).

Glossary (Continued)

Employment – Title of one of the ten categories used to group the Institutional Performance Indicators. Indicators in this group include: Number of graduates employed in their field of study, employer satisfaction with STCC graduates, and graduate satisfaction with their preparation for work.

Facilities – Structures and grounds used by the College; one of the ten categories used to group the Institutional Performance Indicators. The indicators in this category address the adequacy of STCC physical facilities to meet the needs of various constituent groups. Indicators in this category include the number of teaching stations (classrooms) per campus, campus square footage per student FTE, square footage of leased and owned facilities, an assessment of facility needs, and other measures.

Finance – Title of one of the ten categories used to group the Institutional Performance Indicators; the indicators in this area cover issues of fiscal accountability and solvency. Some indicators in this category include performance on state financial benchmarks, expenditures per student FTE, revenue per student FTE, student receivables delinquency rate, and the ratio of expenditures to revenues.

FTE – Full-Time Equivalent refers to the approximate number of full-time persons (students, faculty, employees, etc.) that would equal the combined full-time and part-time persons. Although there are many different formulas used to determine an FTE, the Fact Book uses 12 semester credit hours (SCH) per long semester for one FTE student. For students, there is also an annual measure of FTE that is equal to 30 SCH for the whole year (this assumes 12 hours in fall, 12 hours in spring, and 6 hours in the summer).

FTIC – First-Time In College (FTIC) refers to students new to STCC who have no prior college experience. These are the students whom we refer to as first-time freshmen.

Fund Balance – Uncommitted Funds

Graduation Rate – Proportion of a given group of students (cohort) who graduate within a specified period. The standard used for the federal (Department of Education) definition is the number of students from a first-time in college cohort who complete their program within one and one-half the usual time, or three years to complete a two-year program and one and one half years to complete a one-year program.

Headcount – Total number of students enrolled.

Median – Mid-point in a series of numbers (i.e. half of the numbers in a series are below the median value and half are above the median value). The median is often used as a method of expressing average (besides the arithmetic mean) when the series of numbers is heavily skewed by large or small numbers.

NACUBO – The National Association of College and University Business Officers (NACUBO), a professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities nationwide. NACUBO's mission is to promote sound management and financial practices at colleges and universities. NACUBO has been instrumental in developing financial benchmarks for colleges and universities.

Non-Traditional Gender Enrollment – Minority gender (thus "non-traditional") in programs in which the other gender represents 75% or more of all students enrolled. A woman enrolled in Automotive Technology is often an example of a non-traditional gender enrollment.

Glossary (Continued)

Performance Indicators – Specific measures that are used to assess whether a particular intended outcome has been met. The Institutional Performance Indicators are grouped into ten broad categories.

Public Magnet Schools – Public high schools focusing on a specialized curriculum and serving students from multiple independent school districts. The magnet schools within the STCC District are all part of the South Texas Independent School District and include the Teacher Academy (Edinburg), the Science Academy (Mercedes), and the High School for the Health Professions (Mercedes).

Quartile – A range that represents 25%. The top quartile of a graduating class of seniors would be those students graduating in the top 25%.

Receivable – Student tuition and fees that are have not been paid.

Retention – Continued student enrollment at the College, often measured from the fall semester to the spring semester and from one fall semester to the fall semester of the following years. These retention rates provide a standard measure to compare to benchmarks and give an indication of the number of students making progress towards completing a degree or certificate.

SCH – Semester Credit Hour.

Service Area –Hidalgo and Starr Counties, designated as the geographical region served by STCC and the taxing district for the STCC District.

Special Populations – One of a number of categories (academically disadvantaged, economically disadvantaged, individuals with disabilities, limited English proficiency, non-traditional program enrollment, displaced homemakers, and single parents) of specific student populations that have been either historically underserved by higher education or that represent students "at risk" of not succeeding. The College is required to evaluate the access and equity of services offered to these populations. The College is also evaluated on the outcomes of these student groups and must ensure that they perform as well as all other students.

Stakeholder Satisfaction – Degree to which individuals and groups with an interest in the College, its work, and the outcomes of that work are satisfied.

Student Development –Students' growth in learning skills essential to the achievement of educational goals, as well as the cultural, social, moral, intellectual, and physical development. Student Development is one of the ten categories used to group the Institutional Performance Indicators.

Student Flow Model – Overview of the various outcomes (continued enrollment, transfer, and graduation) of specific groups of students (cohorts). The first-time in college (FTIC) student flow model can be used to compare the retention, transfer and graduation rates of the defined cohorts of first-time in college students. These comparisons help departments to understand how many students are making progress towards transfer or graduation and how quickly they are moving through their programs.

Surveys – Research method for collecting data from individuals about themselves, their households, or other larger social units.

Glossary (Continued)

Suspension – Denial of fall or spring enrollment to students previously placed on Academic Probation, when cumulative GPA and current semester GPA is below 2.00. Students placed on academic suspension may enroll for summer sessions for the purpose of raising their cumulative GPA to the level required for good standing.

TASP Test – The Texas Academic Skills Program (TASP), mandated in Spring 1987 by House Bill 2182, assesses students' skills in reading, writing, and math necessary for success in college-level courses and ensures assistance to those who need it.

THECB – Texas Higher Education Coordinating Board is a state agency that oversees all public postsecondary education in Texas.

Transfer – Leaving one educational institution to enroll in another. Transfer may be in-transfer (entering STCC) or out-transfer (leaving STCC).

Transfer Rate – Number of students leaving STCC to enroll in other institutions.

Transfer Success – Academic success of students following transfer.

Workforce Development – Development of entry-level knowledge, skills and abilities needed by students for successful entry into local employment.

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